



Hampden-Sydney College
THE CATALOGUE
1982-83



HAMPDEN-SYDNEY COLLEGE

*For more than two centuries
Hampden-Sydney College has held
true to the ideals of her founders,
educating leader after leader
for country and Commonwealth,
all good men and good citizens
formed in an atmosphere of
sound learning.*



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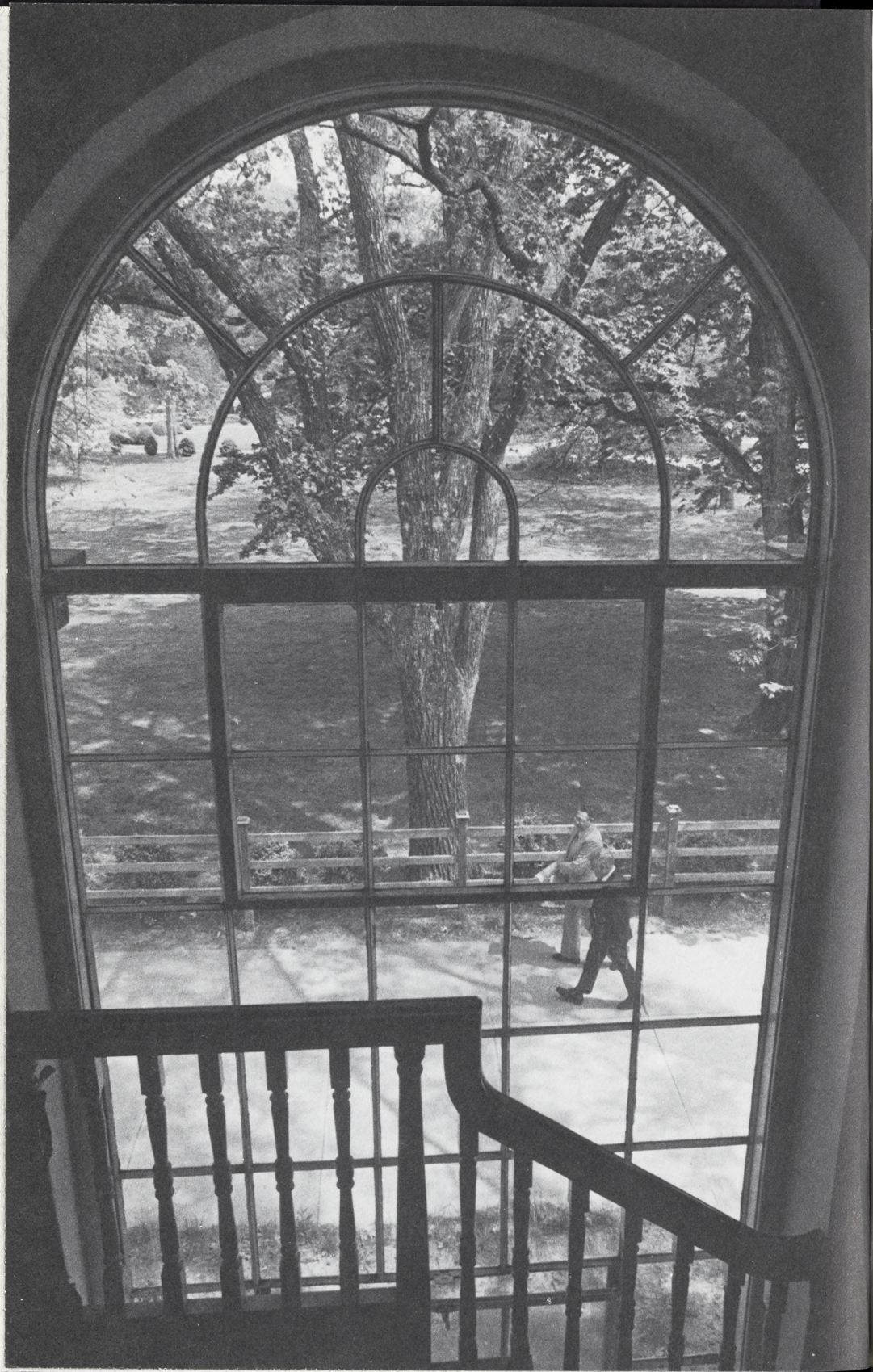
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HAMPDEN-SYDNEY COLLEGE, a liberal arts college for men now enrolling 770 students, has been in continuous operation since January 1776. The College is the tenth oldest institution of higher learning in the United States and the oldest of the country's few remaining all-male colleges. Hampden-Sydney is affiliated with the Presbyterian Church in the United States.

Hampden-Sydney is fully accredited by the Southern Association of Colleges and Schools and is a member of the Association of Virginia Colleges, the Association of American Colleges, the Southern University Conference, the College Entrance Examination Board, the American Chemical Society, and the College Scholarship Service.

Hampden-Sydney is a lively community with a faculty highly motivated and dedicated to teaching. There are currently 67 members of the teaching faculty, for a student-faculty ratio of 12:1. Almost 50 percent of the graduating seniors enter graduate or professional school.

Part of the 566-acre campus, picturesquely set in Virginia's historic Southside, 70 miles southwest of Richmond, has been designated an historic preservation zone. Farmville, a town of 6,000, is seven miles north.

Of the College's 19 brick buildings, most of which have been built in the Federal architectural style, the oldest is Cushing Hall dormitory, built in 1821. Among the newest are the Gilmer Science Center, dormitories, and a modern infirmary-apartment complex, with twelve apartments for married students, faculty, and others. An addition to Eggleston Library, which provides extensive new space for study areas and new acquisitions, was completed in January 1975, and a student activities center was completed in January 1979. The recently completed athletic center includes three basketball courts; handball, racquet ball, and squash courts; and a 25-meter six-lane swimming pool.

The endowment portfolio has a market value of approximately \$16.5 million. The operating budget for 1982-83 is \$8 million.

The aims of the College are to give selected men of ability a broad understanding of the world and man's place in it from the standpoint of the sciences and the humanities; to develop clear thinking through linguistic, scientific, and historical studies; to impart a comprehension of man's social institutions as a basis for the exercise of intelligent citizenship in a democracy; to unite sound scholarship with the principles and practice of the Christian religion; to equip those students with special interests and capacities for graduate study and research; and to instill in its students a commitment to excellence.



Hampden-Sydney College in 1840: Cushing Hall in the center, the 18th-century buildings on the right.

THE EARLY AMERICAN COLLEGE, typically a frontier institution, was often a Christian college in character. Hampden-Sydney was no exception: her heritage is deeply rooted in the history of both Colonial America and the Presbyterian Church.

The founders of the College chose the name Hampden-Sydney to symbolize their devotion to the principles of representative government and full civil and religious freedom which John Hampden (1594-1643) and Algernon Sydney (1622-1683) had outspokenly supported, and for which they had given their lives, in England's two great constitutional crises of the previous century. They were widely invoked as hero-martyrs by American colonial patriots, and their names immediately associated the College with the cause of independence championed by James Madison, Patrick Henry, and other less well-known, but equally vigorous, patriots who composed the College's first Board of Trustees. Indeed, the original students eagerly committed themselves to the revolutionary effort, organized a militia-company, drilled regularly, and went off to the defenses of Williamsburg and of Petersburg, in 1777 and 1778 respectively. Their uniform of hunting-shirts—dyed purple with the juice of pokeberries—and grey trousers gives the College its traditional colors, garnet and grey.

The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable's Slate Hill plantation (about two miles south of the present campus), accepted a gift of one hundred acres for the College, elected Trustees (most of whom were Episcopalian), and named as Rector (later President) the Rev. Mr. Samuel Stanhope Smith, valedictorian of the Princeton class of 1769, who had been actively promoting the idea of establishing a college in the heavily Scotch-Irish area of south-central Virginia since he began his ministry there in 1772. Within only ten months, Smith secured an adequate subscription of funds and an enrollment of 110 students. Intending to model the new college after his own *alma mater*, he journeyed to Princeton to secure the founding faculty, which included his younger brother, John Blair Smith. On that 1775 trip he also visited Philadelphia to enlist support and to purchase a library and scientific apparatus. Students and faculty began gathering in the fall of 1775, although the official opening of the College was delayed until January 1, 1776. The College has never suspended operations.

A campaign was begun in 1777 to raise money in a state-approved lottery. Through the tireless efforts of Colonel William Cabell of Nelson County, lottery manager and a

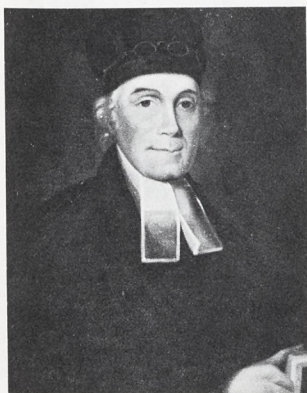
founding trustee, the young College was able to enlarge its buildings and stabilize its endowment. In 1783, Hampden-Sydney's viability, severely tested by the Revolutionary War, was ensured by the grant of a charter from the General Assembly of Virginia.

In its first fifty years the College prospered and gained the respect of the public and of the educational world. As early as the 1790's its influence was being felt elsewhere, as alumni and former presidents and faculty members began founding or organizing other institutions, including Union College, New York (1795), Princeton Seminary (1806), and the University of Virginia (1819). The Medical College of Virginia was established (1838) at Richmond as the medical department of Hampden-Sydney; Union Theological Seminary of Virginia (1822) was founded at Hampden-Sydney and occupied the south end of the present campus for some seventy-five years before its relocation in Richmond.

The College matured physically and academically through the first half of the nineteenth century, enjoying the services of some remarkably gifted leaders. Jonathan P. Cushing, a Dartmouth man and the first layman and first non-Presbyterian to be president, oversaw during his fourteen-year tenure the abandonment of the College's original buildings in favor of the handsome Federal architecture which still distinguishes the campus; his greatest physical monument, Cushing Hall, which once housed the entire College operation, is currently in use as a dormitory. The world-renowned chemist, Dr. John W. Draper, who built the first camera to photograph a living person, was professor at Hampden-Sydney from 1836 to 1839.

Religious controversy, the nation's and Virginia's economic troubles, and the Civil War and its aftermath were for two generations the testing-fires of Hampden-Sydney as a stronghold of academic quality. Fortunately for the College, the longest-tenured of its presidents, the able and dedicated J. M. P. Atkinson, served from before the War through Reconstruction (1857-1883); he performed the remarkable feat of keeping the College solvent, while insistently upholding both disciplinary and academic standards. Once again, at the outset of war the student body organized a company, with the president as captain. These men, officially named the "Hampden-Sydney Boys," saw action in the disaster of Rich Mountain (June 10, 1861), were captured, and were paroled by General George B. McClellan on the condition that they return to their studies.

John Blair Smith



Jonathan P. Cushing



Joseph DuPuy Eggleston

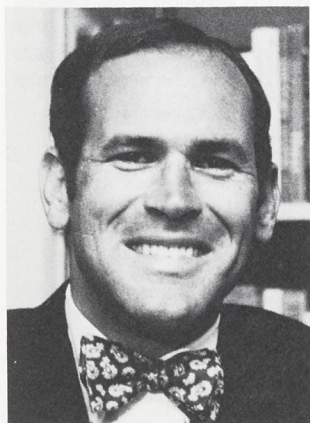


During the presidencies of Dr. Atkinson and his eminent successor, Dr. Richard McIlwaine, many features of current student life were introduced—social fraternities, sports, the formalized Honor System, for example; other student activities flourished at their highest level, such as the literary, or debating, societies and musical clubs. In addition, in 1898 the Seminary moved to Richmond and a most generous alumnus, Major R. M. Venable, bought its buildings and gave them to the College, doubling the physical plant. Academic offerings were expanded, strengthening the coherent tradition of liberal arts education which had become the hallmark of the College.

The twentieth century has seen considerable building and other developments that have provided the facilities and personnel to continue a distinguished program. Bagby Science Hall, described as “one of the finest science facilities in the small colleges of America,” was built in 1922; in 1968 it was replaced by the new Science Center, which is, again, of the highest quality. The former Memorial Library, now Winston Hall, was replaced in 1961 after sixty-three years of service by Eggleston Library, named for President J. D. Eggleston, the principal institutional architect of twentieth-century Hampden-Sydney; only fourteen years later, during the administration of W. Taylor Reveley, this building was more than doubled in size. Gammon Gymnasium, built in 1940, was expanded in 1955 and 1975 only to be superseded in 1979 by a new athletic center. Johns Auditorium was erected in 1950; new athletic fields and tennis courts were added in 1976; and Graham Hall, in the heart of the campus, has been converted to use as a student center. The campus itself has grown steadily, through purchase and gift, to 566 acres, much of it in undisturbed woodland. Academic, social, and cultural programs of the College continue to be enriched, and Hampden-Sydney looks into its third century with a wholesome optimism, bred of a sober integrity of mission coupled with a history of sound development, and made possible by an extraordinary succession of leaders and benefactors of rare ability, commitment, and vision.

PRESIDENTS OF THE COLLEGE

SAMUEL STANHOPE SMITH, D.D., LL.D.	1775-1779
JOHN BLAIR SMITH, D.D.	1779-1789
DRURY LACY, D.D. (<i>Vice President and Acting President</i>)	1789-1797
ARCHIBALD ALEXANDER, D.D., LL.D.	1797-1806
WILLIAM S. REID, D.D. (<i>Vice President and Acting President</i>)	1807
MOSES HOGE, D.D.	1807-1820
JONATHAN P. CUSHING, A.M. (<i>Acting President</i>)	1820-1821
(<i>President</i>)	1821-1835
GEORGE A. BAXTER, D.D. (<i>Acting President</i>)	1835
DANIEL LYNN CARROLL, D.D.	1835-1838
WILLIAM MAXWELL, LL.D.	1838-1844
PATRICK J. SPARROW, D.D.	1845-1847
S. B. WILSON, D.D. (<i>Acting President</i>)	1847
F. S. SAMPSON, D.D. (<i>Acting President</i>)	1847-1848
CHARLES MARTIN, A.B. (<i>Acting President</i>)	1848-1849 and 1856-1857
LEWIS W. GREEN, D.D.	1849-1856
REV. ALBERT L. HOLLADAY (<i>Died before taking office</i>)	1856
JOHN M. P. ATKINSON, D.D.	1857-1883
RICHARD McILWAINE, D.D., LL.D.	1883-1904
JAMES R. THORNTON, A.M. (<i>Acting President</i>)	1904
WILLIAM H. WHITING, JR., A.M., LL.D. (<i>Acting President</i>)	1904-1905 and 1908-1909
J.H.C. BAGBY, Ph.D. (<i>Acting President</i>)	1905
JAMES GRAY McALLISTER, D.D., LL.D., D.Litt.	1905-1908
HENRY TUCKER GRAHAM, D.D., LL.D.	1909-1917
ASHTON W. McWHORTER, A.M., Ph.D. (<i>Acting President</i>)	1917-1919
JOSEPH DuPUY EGGLESTON, A.M., Ph.D.	1919-1939
EDGAR GRAHAM GAMMON, D.D., LL.D.	1939-1955
JOSEPH CLARKE ROBERT, A.B., A.M., Ph.D., Litt.D., LL.D.	1955-1960
THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc.	1960-1963
WALTER TAYLOR REVELEY, B.A., B.D., Ph.D., LL.D., D.Litt.	1963-1977
JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.)	1977-



Josiah Bunting III, President of the College

BOARD OF TRUSTEES

Class of 1983

FREDERICK W. BECK, JR.	Petersburg, Virginia
RAYMOND B. BOTTOM, JR.	Newport News, Virginia
J. B. FUQUA	Atlanta, Georgia
EDWIN L. KENNEDY	New York, New York
DAVID N. MARTIN	Richmond, Virginia
W. SYDNOR SETTLE	New York, New York
MRS. JAMES C. WHEAT	Richmond, Virginia

Class of 1984

EDWIN A DEAGLE	New York, New York
ROBERT W. KING, JR.	Charlotte, North Carolina
MRS. WILLIAM T. REED, JR.	Manakin-Sabot, Virginia
C. DANIEL SHELburnE	Raleigh, North Carolina
PAUL S. TRIBLE, JR.	Washington, D.C.
JAMES L. TRINKLE	Roanoke, Virginia
RICHARD M. VENABLE, JR.	Charleston, West Virginia

Class of 1985

A. LESLIE BALLARD	Houston, Texas
ROYAL E. CABELL, JR.	Richmond, Virginia
JAMES J. COLEMAN, JR.	New Orleans, Louisiana
ERNEST P. GATES	Chesterfield, Virginia
CHARLES M. GUTHRIDGE	Richmond, Virginia
RODNEY B. MITCHELL	New York, New York
W. KEMP NORMAN, JR.	Yemassee, South Carolina

Class of 1986

LEE SANFORD AINSLIE	Alexandria, Virginia
THOMAS N. ALLEN	Richmond, Virginia
EDWARD J. CAMPBELL	Newport News, Virginia
W. ROBERT GRAFTON	Washington, D.C.
RICHARD MICHAUX	Richmond, Virginia
JACK B. NORMENT	Montgomery, Alabama

Class of 1987

GEORGE B. CARTLEDGE	Roanoke, Virginia
NORWOOD H. DAVIS	Richmond, Virginia
JOHN L. GIBSON II	Norfolk, Virginia
J. BRUCE JAMES	Richmond, Virginia
ROBERT M. RICHARDSON	Bluefield, West Virginia
JOHN B. SARTAIN	Dallas, Texas
HENRY C. SPALDING, JR.	Richmond, Virginia

ADMINISTRATIVE OFFICERS

1982-83

JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.)	President of the College
NATHANIEL H. ACKER, B.S.	Vice President for Development
LEWIS H. DREW, B.A., M.A.T., Ed.D.	Dean of Students
J. SHEPPARD HAW III, B.A.	Assistant to the President
ROBERT H. JONES, B.A., M.Ed.	Dean of Admissions
LAWRENCE H. MARTIN, JR., B.A., M.A., Ph.D.	Associate Dean of the Faculty
DANIEL P. POTEET II, B.A., M.A., Ph.D.	Provost and Dean of the Faculty

ADMINISTRATIVE STAFF

1982-83

THOMAS O. BONDURANT, B.S.	Business Manager
ANTHONY CAMPBELL, B.S., M.Ed.	Director of Counseling and Career Planning
WILFRED R. CHASSEY, B.S., M.S.	Athletic Director
MERRILL A. ESPIGH, B.S., M.A., Ph.D.	Registrar
JAMES G. GAMBLE, B.S.	Programmer/Analyst
ANITA H. GARLAND, B.A., M.B.A.	Associate Dean of Admissions
SIDNEY J. HALL, B.A., B.D.	College Chaplain
JEFFREY S. HOLLAND, B.A.	Assistant Dean of Admissions
FREDERICK E. KEARSLEY	Director of Physical Facilities
S. WARREN KERNODLE	Superintendent of Buildings and Grounds
RICHARD C. McCLINTOCK, B.A., M.A., Ph.D.	Director of Publications
ALICIA NOVEY, B.A., M.A.	Director of Corporation & Foundation Support
JON A. PACE, B.A.	Director of Annual Giving
RICHARD C. PARKER, B.A.	Assistant Dean of Admissions
GEORGE M. PETERS, B.S.	Director of Capital Programs
LESLIE DAVIS PHAUP, JR.	Controller
PHILIP R. RANDOLPH, B.A.	Assistant Dean of Admissions
VIRGINIA G. REDD	Director of Records and Research
VIRGINIA I. RODES, B.A., M.A.	Bookstore Manager
THOMAS H. SHOMO, B.A., M.A.Ed.	Assistant Dean of Students and Director of Financial Aid
JOHN H. WATERS III, B.A.	Director of Alumni Relations

FACULTY

1982-83 (By Rank)

THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc. (1927, 1971) *President Emeritus and Professor Emeritus of Physics*

WALTER TAYLOR REVELEY, A.B., B.D., Ph.D., LL.D., D.Litt. (1963-1978) *President Emeritus*

WILLIAM COLLAR HOLBROOK, A.B., B.A. (Oxon.), M.A., Ph.D. (1960, 1970) *Converse Professor Emeritus of Romance Languages*

ALBERT LOUIS LEDUC, A.B., M.A., Ph.D. (1962, 1972) *Professor Emeritus of Modern Languages*

ELMO BERNARD FIRENZE, B.A., M.A. (1946, 1974) *Professor Emeritus of German and French*

CHARLES FERGUSON McRAE, B.A., B.D., Th.M., Th.D. (1942, 1975) *Professor Emeritus of Bible*

GRAVES HAYDON THOMPSON, B.A., A.M., Ph.D., Litt.D. (1939, 1977) *Blair Professor Emeritus of Latin*. B.A., Hampden-Sydney College, 1927; A.M., Harvard University, 1928; Ph.D., Harvard University, 1931; Litt.D., Hampden-Sydney College, 1979.

JOSEPH BURNER CLOWER, B.A., B.D., Th.M., Th.D. (1954, 1977) *Professor Emeritus of Bible*

PAUL LIVINGSTON GRIER, B.A., B.A.L.S., M.A.L.S. (1940, 1980) *Head Librarian Emeritus*

DUDLEY BYRD SELDEN, B.S., M.S. (1961, 1974) *Associate Professor Emeritus of Mathematics*

WEYLAND THOMAS JOYNER, B.S., M.A., Ph.D. (1957, 1963) *Professor of Physics*. B.A., Hampden-Sydney College, 1951; M.A., Duke University, 1952; Ph.D., Duke University, 1955.

THOMAS EDWARD CRAWLEY, B.A., M.A., Ph.D. (1946, 1969) *Hurt Professor of English*. B.A., Hampden-Sydney College, 1941; M.A., University of North Carolina, 1953; Ph.D., University of North Carolina, 1965.

HASSELL ALGERNON SIMPSON, B.S., M.A., Ph.D. (1962, 1965) *Professor of English*. B.S., Clemson University, 1952; M.A., Florida State University, 1957; Ph.D., Florida State University, 1962.

DONALD RICHARD ORTNER, B.A., B.M., C.R.M., M.A., M.S., Ph.D. (1961, 1967) *Professor of Psychology and Sociology and College Psychologist*. B.A., Northwestern College, 1944; B.M., Illinois Wesleyan University, 1946; C.R.M., Wisconsin Lutheran Seminary, 1947; M.A., Eastern Michigan University, 1957; M.S., Virginia Commonwealth University, 1980; Ph.D., Michigan State University, 1964.

THOMAS TABB MAYO IV, B.S., M.S., Ph.D. (1962, 1967) *Professor of Physics*. B.S., Virginia Military Institute, 1954; M.S. University of Virginia, 1957; Ph.D., University of Virginia, 1960.

HOMER ALVIN SMITH, JR., B.A., Ph.D. (1964, 1967) *Professor of Chemistry*. B.A., Rice University, 1953; Ph.D., Oklahoma State University, 1961.

FRANK JAMES SIMES, A.B., M.A., D.Ed. (1967) *Professor of Psychology*. A.B., University of Michigan, 1938; M.A., State University of New York, 1948; D.Ed., Pennsylvania State University, 1951.

WILLIAM WENDELL PORTERFIELD, B.S., M.S., Ph.D. (1964, 1968) *Professor of Chemistry*. B.S., University of North Carolina, 1957; M.S., California Institute of Technology, 1960; Ph.D., University of North Carolina, 1962.

TULLY HUBERT TURNEY, JR., A.B., Ph.D. (1965, 1973) *Professor of Biology*. A.B., Oberlin College, 1958; Ph.D., University of North Carolina, 1963.

*On leave 1982-83; F=fall semester only, S=spring semester only.

†Exchange faculty from Randolph-Macon Woman's College

NOTE: The first date in parentheses indicates the year in which the faculty member began faculty service at the College. The second date indicates the year of appointment to the present rank.

EDWARD ALEXANDER CRAWFORD, JR., B.S., M.A. (1963, 1979) *Professor of Biology*. B.S., University of South Carolina, 1948; M.A., University of Virginia, 1956.

OWEN LENNON NORMENT, JR., A.B., B.D., Th.M., Ph.D. (1966, 1980) *Professor of Religion*. A.B., University of North Carolina, 1955; B.D., Union Theological Seminary, 1958; Th.M., Union Theological Seminary, 1959; Ph.D., Duke University, 1968.

RONALD LYNTON HEINEMANN, B.A., M.A., Ph.D.* (1968, 1981) *Professor of History*. B.A., Dartmouth College, 1961; M.A., University of Virginia, 1967; Ph.D., University of Virginia, 1968.

HERBERT JAMES SIPE, B.S., Ph.D. (1968, 1981) *Professor of Chemistry*. B.S., Juniata College, 1962; Ph.D., University of Wisconsin, 1969.

WILLIAM ALBERT SHEAR, A.B., M.A., Ph.D. (1974, 1981) *Professor of Biology*. A.B., College of Wooster, 1963; M.A., University of New Mexico, 1965; Ph.D., Harvard University, 1971.

ROBERT GRANT ROGERS, B.S., S.T.B., Ph.D. (1975, 1981) *Professor of Religion*. B.S., Ohio State University, 1960; S.T.B., Boston University School of Theology, 1963; Ph.D., Boston University, 1969.

LEON NEELY BEARD, JR., B.A., Ph.D. (1968, 1982) *Professor of Physics*. A.B., Vanderbilt University, 1957; Ph.D., Vanderbilt University, 1967.

AMOS LEE LAINE, B.A., M.A., Ph.D. (1968, 1982) *Professor of History*. B.A., Randolph-Macon College, 1962; M.A., Duke University, 1965; Ph.D., Duke University, 1972.

JAMES YOUNG SIMMS, JR., A.B., M.A., Ph.D. (1968, 1982) *Professor of History*. A.B., University of Maryland, 1958; M.A., University of Maryland, 1965; Ph.D., University of Michigan, 1976.

RAY ALLEN GASKINS, B.S., Ph.D. (1970, 1982) *Professor of Mathematics*. B.S., Virginia Polytechnic Institute and State University, 1964; Ph.D., Virginia Polytechnic Institute and State University, 1971.

JORGE ANTONIO SILVEIRA, B.A., J.D., M.A., Ph.D. (1970, 1982) *Professor of Modern Languages*. B.A., Instituto Santiago, Santiago de Cuba, 1949; Doctor en Derecho, Universidad de

La Habana, Havana, Cuba, 1955; M.A., University of North Carolina, 1969; Ph.D., University of North Carolina, 1974.

JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.), (1977) *President of the College and Adjunct Professor of English*. B.A., Virginia Military Institute, 1963; B.A., University of Oxford, 1965; M.A., University of Oxford, 1969.

EDWARD MARION KIESS, B.S., M.S., Ph.D. (1968, 1969) *Associate Professor of Physics*. B.S., Massachusetts Institute of Technology, 1955; M.S., Pennsylvania State University, 1962; Ph.D., Pennsylvania State University, 1965.

WILLIAM ROBERT HENDLEY, B.A., Ph.D. (1970) *Associate Professor of Economics*. B.A., Yale University, 1956; Ph.D., Duke University, 1966.

STANLEY ROBERT GEMBORYS, A.B., Ph.D. (1967, 1973) *Associate Professor of Biology*. A.B., Dartmouth College, 1964; Ph.D., Auburn University, 1967.

MERRILL ALVIN ESPIGH, B.S., M.A., Ph.D. (1962, 1974) *Registrar and Associate Professor of Mathematics*. B.S., Shippensburg State College, 1958; M.A. Louisiana State University, 1962; Ph.D., Florida State University, 1973.

THOMAS EDWARD DEWOLFE, A.B., M.A., Ph.D. (1966, 1974) *Associate Professor of Psychology*. A.B., Harvard University, 1954; M.A., Vanderbilt University, 1960; Ph.D., University of Houston, 1969.

JOHN LUSTER BRINKLEY, B.A., B.A. (Oxon.), M.A., M.A. (Oxon.)^S (1967, 1974) *Associate Professor of Classical Studies and Clerk of the Faculty*. B.A., Hampden-Sydney College, 1959; B.A., University of Oxford, 1962; M.A., Princeton University, 1965; M.A., University of Oxford, 1966.

VINCENT ALBERT IVERSON, B.A., S.T.B., M.A., Ph.D. (1967, 1974) *Associate Professor of Philosophy*. B.A., University of Minnesota, S.T.B., Harvard Divinity School, 1962; M.A., Yale University, 1964; Ph.D., Yale University, 1968.

LAWRENCE HENRY MARTIN, JR., B.A., M.A., Ph.D. (1969, 1974) *Associate Dean of the Faculty and Associate Professor of English*. B.A., Tufts University, 1964; M.A., University of Massachusetts, 1966; Ph.D., University of Massachusetts, 1969.

- CHARLES WAYNE TUCKER, B.A., M.A., Ph.D. (1972, 1976) *Associate Professor of Classics*. B.A., Randolph-Macon College, 1960; M.A., University of Virginia, 1966; Ph.D., University of Virginia, 1972.
- GEORGE FRANKLIN BAGBY, JR., B.A., M.A., Ph.D.* (1972, 1977) *Associate Professor of English*. B.A., Haverford College, 1965; M.A., Yale University, 1968; Ph.D., Yale University, 1975.
- KEITH WILLIAM FITCH, B.S., M.A., Ph.D.^F (1972, 1978) *Associate Professor of History*. B.S., Purdue University, 1960; M.A., Purdue University, 1968; Ph.D., Purdue University, 1972.
- JOSEPH E. GOLDBERG, B.A., Ph.D.^S (1975, 1978) *Associate Professor of Political Science*. B.A., State University of Iowa, 1962; Ph.D., University of Washington, 1973.
- ALAN FORD FARRELL, A.B., M.A., Ph.D. (1973, 1979) *Associate Professor of Modern Languages*. A.B., Trinity College, 1966; M.A., Tufts University, 1967; M.A., Tufts University, 1972; Ph.D., Tufts University, 1972.
- PAUL ANTHONY JAGASICH, B.A., B.S., M.A., Ph.D. (1973, 1979) *Associate Professor of Modern Languages*. B.A., Apaczai Pedag. College, Budapest, Hungary, 1955; B.S., Eotvos Tud. Egyetem, Budapest, H., 1960; B.A., Eotvos Tud. Egyetem, Budapest, H., 1962; B.A. Eotvos Tud. Egyetem, Budapest, H., 1964; M.A., University of North Carolina, 1970; M.A., University of North Carolina, 1971; Ph.D., University of North Carolina, 1973.
- BRIAN EUGENE SCHRAG, B.A., M.A. Ph.D.* (1973, 1979) *Associate Professor of Philosophy*. B.A., Bethel College, 1964; M.A., University of Iowa, 1971; Ph.D., Vanderbilt University, 1975.
- MARY MONTGOMERY SAUNDERS, B.A., M.A., Ph.D. (1976, 1981) *Associate Professor of English*. B.A., Duke University, 1966; M.A., University of Illinois, 1967; Ph.D., University of Illinois, 1974.
- JAMES ALEXANDER ARIETI, B.A., M.A., Ph.D. (1978, 1981) *Associate Professor of Classics*. B.A., Grinnell College, 1969; M.A. Stanford University, 1972; Ph.D., Stanford University, 1972.
- GERALD MORRIS BRYCE, B.S., Ph.D. (1978, 1981) *Associate Professor of Mathematics*. B.S. Denison University, 1967; Ph.D., University of Virginia, 1975.
- STEPHEN CADY COY, B.A., M.F.A., D.F.A. (1981) *Associate Professor of Fine Arts*. B.A., Amherst College, 1953; M.F.A., Yale School of Drama, 1963; D.F.A., Yale School of Drama, 1969.
- JAMES C. KIDD, B.A., M.Mus., Ph.D. (1981) *Associate Professor of Fine Arts*. B.A., Williams College, 1963; M.Mus., Northwestern University, 1965; Ph.D., University of Chicago, 1973.
- DAVID E. MARION, B.A., M.A., Ph.D. (1977) *Assistant Professor of Political Science*. B.A., Saint Anselm's College, 1970; M.A., University of New Hampshire, 1972; Ph.D., Northern Illinois University, 1977.
- DAVID WINSTON TAYLOR, B.A., M.A., D.A. (1978, 1981) *Assistant Professor Rhetoric*. B.A., University of Tennessee, 1974; M.A., Arkansas State University, 1976; D.A., University of Mississippi, 1981.
- DAVID WILLIAM GIBSON, B.A., M.B.A. (1979) *Assistant Professor of Economics*. B.A., University of Richmond, 1976; M.B.A., College of William & Mary, 1978.
- JAMES ANGRESANO, B.S., M.B.A., Ph.D. (1980) *Assistant Professor of Economics*. B.S., Lehigh University, 1968; M.B.A., New York University, 1971; Ph.D., University of Tennessee, 1981.
- KENNETH NEAL TOWNSEND, B.A., M.S. (1980) *Assistant Professor of Economics*. B.A., Louisiana State University, 1976; M.S., Louisiana State University, 1978.
- JOHN V. HARRELL, B.A., M.A., Ph.D. (1981) *Assistant Professor of Psychology*. B.A., Southwestern at Memphis, 1968; M.A., University of Mississippi, 1979; Ph.D., University of Mississippi, 1979.
- ROBERT T. HERDEGEN III, B.S., M.A., Ph.D. (1981) *Assistant Professor of Psychology*. B.S., Rockford College, 1974; M.A., University of Delaware, 1978; Ph.D., University of Delaware, 1981.
- ROBB TYSON KOETHER, B.S., M.A., Ph.D. (1981) *Assistant Professor of Mathematics*. B.S., University of Richmond, 1973; M.A., University of Oklahoma, 1974; Ph.D., University of Oklahoma, 1978.

DAVID S. PELLAND, A.B., Ph.D. (1981) *Assistant Professor of Mathematics*. A.B., Dartmouth College, 1973; Ph.D., Wesleyan University, 1978.

JOSEPH MICHAEL WILSON, B.A., M.A., (1981) *Assistant Professor of Modern Languages*. B.A., Amherst College, 1976; M.A., University of Massachusetts, 1979.

ROGER M. BARRUS, B.A., M.A. (1982) *Assistant Professor of Political Science*. B.A., Michigan State University, 1973; M.A., Harvard University, 1979.

GERALD T. CARNEY, B.A., M.A., Ph.D. (1982) *Assistant Professor of Religion*. B.A., Cathedral College, 1966; M.A., Fordham University, 1973; Ph.D., Fordham University, 1979.

SHEARER DAVIS BOWMAN, B.A., M.A. (1981) *Visiting Assistant Professor of History*. B.A., University of Virginia, 1971; M.A., University of California, 1976.

DAVID R. HERRON, B.A., M.A. (1981) *Visiting Assistant Professor of History*. B.A., University of Virginia, 1971; M.A., University of California, 1976.

CHARLES D. KAY, A.B., M.A., Ph.D. (1981) *Visiting Assistant Professor of Philosophy*. A.B., Princeton University, 1972; M.A., University of Pittsburgh, 1977; Ph.D., University of Pittsburgh, 1981.

VICTOR N. CABAS, JR., B.A., Ph.D. (1982) *Visiting Assistant Professor of English*. B.A., University of Virginia, 1970; Ph.D., State University of New York at Buffalo, 1974.

MARK F. WILLIAMS, B.A., M.A., (1982) *Visiting Assistant Professor of Classics*. B.A., University of North Carolina, 1975; M.A., University of North Carolina, 1977.

ANNE CASTEEN LUND, B.S., M.S., Ph.D. (1974) *Adjunct Assistant Professor of Biology*. B.S., Longwood College, 1967; M.S., Emory University, 1968; Ph.D., Emory University, 1974.

DANIEL POWELL POTEET II, B.A., M.A., Ph.D. (1977, 1978) *Dean of the Faculty*. B.A., Harvard University, 1963; M.A., University of Illinois, 1965; Ph.D., University of Illinois, 1969.

JOHN RYLAND, B.A., M.A. (1979) *Head Librarian*. B.A., Florida State University, 1964;

M.A., Florida State University, 1969; Bibliotekseksam (M.L.S.), Royal School of Librarianship (Copenhagen), 1971.

ALAN FREDERICK ARTHUR ZOELLNER, B.A., M.A., M.L.S., Ph.D. (1977) *Reference Librarian*. B.A., Carthage College, 1966; M.A., Indiana University, 1968; M.L.S., Indiana University, 1977; Ph.D., Indiana University, 1977.

THOMAS J. O'GRADY, B.A., M.A. (1974) *Poet-in-Residence and Lecturer in English*. B.A., University of Baltimore, 1966; M.A., Johns Hopkins University, 1967.

CARL STERN, A.B., M.B.A., Ph.D.† (1971) *Lecturer in Economics*. A.B., Colby College, 1943; M.B.A., University of Pennsylvania, 1947; Ph.D., University of Pennsylvania, 1954.

CHRISTIAN MICHAEL GAMBONE, B.A., M.A.† (1980) *Lecturer in Economics*. B.A., Wright State University, 1970; M.A., Western Michigan University, 1974.

JEANNE M. NAILOR, B.S., M.A. (1980) *Lecturer in Mathematics*. B.S., Grove City College, 1978; M.A., Duke University, 1980.

WILLIAM H. MYERS III, B.S., M.A. (1981) *Lecturer in Mathematics*. B.S., Purdue University, 1971; M.A., University of Colorado, 1974.

JOHN G. FRANK PAPOVICH, B.A., M.A. (1981) *Lecturer in Rhetoric*. B.A., Fort Lewis College, 1977; M.A., University of Virginia, 1978.

MARK M. J. MORRIS, B.S. (1982) *Lecturer in Chemistry*. B.S., Hampden-Sydney College, 1980.

DEAN ALAN WARD, B.S. (1982) *Lecturer in Rhetoric*. B.S., Wheaton College, 1972.

CHARLES KIRK PILKINGTON, B.A., M.A. (1982) *Lecturer in History*. B.A., University of Mississippi, 1976; M.A., University of Virginia, 1979.

RICHARD ELTON PALMER, A.B., Ph.D. (1982) *Visiting Assistant Professor of Chemistry*. A.B., Washington and Jefferson College, 1965; Ph.D., Michigan State University, 1971.

LIBRARY

JOHN RYLAND, B.A., M.A.

Librarian

ALAN ZOELLNER, B.A., M.A., M.L.S., Ph.D.

Reference Librarian

SANDRA W. HEINEMANN, B.A., M.A.L.S.*

Catalogue Librarian

ELNA ANN MAYO, A.B., M.A.

Serials Librarian

REBECCA J. VANDERPOEL, B.A., A.M.L.S.

Acting Catalogue Librarian

ATHLETICS

WILFRED R. CHASSEY, B.S., M.S.

Director of Athletics

JOHN STOKELY FULTON, B.S.

Head Football Coach and Head Baseball Coach

DONALD P. THOMPSON, B.A., M.A.

Head Basketball Coach and Assistant Golf Coach

WILLIAM T. REID, B.A.

Head Lacrosse Coach, Head Soccer Coach
and Director of the Athletic Center

JAMES ANGRESANO, B.S., M.B.A., Ph.D.

Head Cross Country Coach

B. JOSEPH LAMMAY, B.S.

Sports Information Director, Assistant

Basketball Coach, and Head Golf Coach

GILMAN Z. SIMMS, B.A., D.D.S.

Athletic Trainer

WILLIAM GLENNON, JR., B.A., M.S.

Assistant Football Coach, Assistant Lacrosse

Coach, and Director of the Swimming Pool

GARY M. REHO, M.Ed., B.S., A.S.

Assistant Football Coach, Head Wrestling Coach,
and Head Tennis Coach

FRANK A. MIRIELLO, B.S., M.S.

Assistant Football Coach

R. STEPHEN MESSICK, B.S., M.S.

Head Athletic Trainer

B. RANDOLPH BAILEY II, B.S.

Graduate Assistant Football Coach and Graduate Assistant Baseball Coach

MICHAEL J. PRESSLER, B.A.

Graduate Assistant Football Coach and Graduate Assistant Lacrosse Coach

ASSISTANTS AND SECRETARIES

ACADEMIC

JAMES W. BELL	Chemistry Technician
MRS. ANNE S. BERRY	Secretary, Library
MRS. ELIZABETH BLANTON	Clerk in Reference and Cataloguing, Library
MRS. JEWEL D. FORE	Secretary, Library
MRS. JANE HOLLAND	Secretary, Morton Hall
MRS. JEAN P. HUDSON	Secretary, Gilmer Hall
JAMES JENNINGS	Physics Technician
MRS. LINNIE N. KERNODLE	Secretary, Bagby Hall
MRS. FLORENCE P. SEAMSTER	Secretary, Library
WARREN SEAY, B.S.	Biology Laboratory Technician
MRS. PHYLLIS A. TILLERSON	Clerk in Acquisitions, Library

ADMINISTRATIVE

MRS. BARBARA S. ARMENTROUT	Posting Clerk
MRS. P. TULANE ATKINSON	Hostess, Parents & Friends Lounge and Curator, Museum
MRS. SANDRA M. BELL	Alumni Secretary
MRS. ELIZABETH BOWLES	Secretary, Development
MRS. ERLENE BOWMAN	Head Cashier, Bookstore
MRS. LUCY B. BRIGHTWELL	Office Manager, Admissions and Financial Aid
MRS. ERNA W. CLEMENTS	Cashier
MRS. DORIS M. COOK	Assistant Purchasing Agent
MRS. LINDA COTHRAN, B.A.	Secretary to the Dean of the Faculty
MRS. ROBERTA CRAWLEY, R.N.	Infirmiry Nurse
MRS. VIRGINIA W. DRUEN	Secretary to the President
MRS. LYNN W. ESTES, B.A.	Assistant and Secretary, Counseling and Career Planning
MRS. BARBARA C. FORE	Secretary to the Dean of Students
MS. BRENDA F. GARRETT	MT/ST Composer Operator
MRS. DEBBIE W. HENDRIX	Secretary, Admissions and Financial Aid
MRS. CLARA C. JOHNSON	Part-time Secretary, Office of the Registrar
MS. SHERRIE W. JOHNSON	Clerk/Receptionist, Admissions and Financial Aid
MRS. VIRGINIA W. JOHNSTON	Secretary to the Vice President for Finance
MRS. SHIRLEY B. JONES, B.A.	Coordinator of Special Programs
MRS. JEANETTE S. McKAY	Secretary, Development
MRS. LINDA MARTIN, R.N.	Infirmiry Nurse
MISS SHIRLEY K. MOTTLEY	Receipts Clerk, Development
MRS. MERLE C. PAIRET	Supervisor of Housekeeping
MRS. GERRY PETTUS	Switchboard Operator and Secretary, Development
MRS. JEAN REID	Computer Records Manager
MRS. SHIRLEY B. RICE, A.B.	Assistant Postmistress
MRS. NANCY S. SAYLOR	Secretary to the Vice President for Development
MRS. KAREN SENDER	Data Order Entry Operator
MRS. GAIL SPEAS	Secretary, Athletic Department
MRS. PATRICIA L. STWODAH, M.A.	Assistant Manager, Bookstore
MRS. SALLY WATERS, B.S.	Part-time Clerk, Office of Financial Aid
MRS. FLORENCE C. WATSON	Recorder
MRS. QUETA S. WATSON	Assistant Supervisor of Housekeeping and Secretary to the Department of Buildings and Grounds
MRS. MARIANNE F. WELLS, B.A.	Postmistress

COMMITTEES OF THE FACULTY

The Committees of the Faculty meet regularly throughout the academic year. Through their members suggestions about College business or policy may be made. The major committees, Academic Affairs, Faculty Affairs, and Student Affairs, Budget-Audit, Grievance and their subcommittees are listed below with their areas of responsibility and the names and terms (the number in parentheses indicates the last year in office) of their members.

ACADEMIC AFFAIRS COMMITTEE

Responsible for general educational policy, new academic programs and departments, curriculum and course approval, non-classroom educational resources (e.g., audio-visual materials, computer programs, library), remedial and study skills programs, academic calendar, nominations of committee members where needed, and emergency action on behalf of the Faculty. (The Committee may establish sub-committees and *ad hoc* committees for a definite purpose, to report to it. The three divisional representatives constitute the Executive Committee of the Faculty.)

Membership:

- 3 faculty members, 1 elected from each division, by each division, for 3-year staggered terms: Bryce (83), Townsend (84), Wilson (85)
 - 1 faculty member elected at large annually: Iverson
 - 1 faculty member appointed by the President annually after the election of the above: Sipe
 - 1 student elected annually in the Spring by faculty members of the Committee (save for Executive Committee business): Gross
- Dean of the Faculty, *ex officio*: Poteet
Chairman, elected from within the Committee: Bryce

Honors Council

A subcommittee of the Academic Affairs Committee, responsible for supervision and direction of the general Honors Program, Departmental Honors, Senior and Senior Major (Allan) Fellowships, and the Merit Scholarship Program.

Membership:

- Dean of the Faculty, *ex officio*: Poteet
- 3 faculty members teaching Honors Courses, one appointed by the Dean from each division, for 3-year staggered terms: Norment (83), Turney (84), Hendley (85)
 - 1 faculty member not teaching Honors Courses, appointed by the Dean for a 3-year term: Rogers
- Chairman, appointed by the Dean: Rogers

Admissions and Financial Aid Committee

A subcommittee of the Academic Affairs Committee, responsible for supervision and implementation of the admissions and financial aid policy established by the Faculty.

Membership:

- Dean of Admissions (Chairman *ex officio*): Jones
Dean of Students: Drew
- 3 faculty members elected one each year, for 3-year staggered terms, by the Faculty: Porterfield (83), Zoellner (84), Farrell (85)
 - 1 faculty member appointed annually by the President, after the above election: Coy
- (The Chairman shall invite such other members of the Administration as shall be appropriate to sit in on meetings when needed.)

Premedical Committee

A subcommittee of the Academic Affairs Committee, responsible for giving advice and counsel to pre-medical students; for liaison with medical, dental, and veterinary schools.

Membership:

- 5 faculty members appointed: Smith (83), Shear (83), Hendley (83), Joyner (83), Simpson (83)
- Chairman, elected from within the committee: Smith

Foreign Study Committee

A subcommittee of the Academic Affairs Committee, responsible for generating and evaluating programs entailing foreign study, promotion of participation in such study, and screening applicants for foreign study.

Membership:

- 4 faculty members appointed for 4-year staggered terms, one appointed each year by the President: Martin (83), Farrell (84), Wilson (85), Silveira (86)
- Chairman: Farrell

FACULTY AFFAIRS COMMITTEE

Responsible for advice and consent on faculty hiring, promotion, and tenure; advice to the Dean of the Faculty on the funding of faculty research, sabbaticals, and development.

Membership:

- 3 faculty members (all tenured faculty), 1 elected from each division, by each division, for 3-year staggered terms: Ortnier (83), Saunders (84), Beard (85)
 - 3 faculty members, one from each division, elected by the faculty as a whole for 3-year staggered terms: Crawley (83), Shear (84), Laine (85)
- Dean of the Faculty, *without vote*: Poteet
Chairman, elected from within the Committee: Shear

STUDENT AFFAIRS COMMITTEE

Responsible for review, explication, and recommendation of policies and regulations pertaining to student life, including athletics and recreation, community service, disciplinary procedures, religious life, housing, food services, counseling and career services, vehicular traffic, and other non-academic aspects of campus life.

Membership:

- 3 faculty members, one elected at large each year for a 3-year term: Taylor (83), Angresano (84), Herdegan (85)
- President of the Student Government: Meade C. Edmunds III
- 2 students appointed by the President of the College annually in the spring: Jones, Wheeler
- Dean of Students, *ex officio*: Drew
Chairman, elected from within the Committee: Angresano

Athletic Committee

A subcommittee of the Student Affairs Committee, responsible for implementation of athletic policies established by the Faculty, oversight and review of varsity and intramural athletic programs; liaison between the Athletic Director and the Faculty.

Membership:

- Athletic Director, *ex officio*: Chassey
Dean of Students, *ex officio*: Drew
- 4 faculty members, one elected at large each year for a 4-year term: Jagasich (83), Gibson (84), Pelland (85), Koether (86)
 - 1 student appointed by the President of the College each

Spring: Clifton

Chairman, elected from within the Committee: TBA

Lectures and Programs Committee

A subcommittee of Student Affairs Committee, responsible for planning, coordinating, and implementing co-curricular intellectual, cultural, and aesthetic activities.

Membership:

3 faculty members, serving 3-year staggered terms — 1 (Chairman), appointed by the President; 2 elected by the Faculty: Fitch(83), Arieti (84), Ryland(85)

4 students chosen annually in the Spring by the President of Student Government: Blanchard, Forbes, Robertson, Walker

Dean of Students, *ex officio*: Drew

Chairman: Hall

BUDGET-AUDIT COMMITTEE

Responsible for annual review and evaluation of priorities

reflected in the budget, and the general fiscal condition of the College — the findings to be reported to the Faculty, students, and trustees.

Membership:

4 faculty members, serving 4-year staggered terms, one from each division: Porterfield (84), Gibson (85), Tucker (86); and one from the faculty at large: Gaskins (83)

Chairman, elected from within the Committee: Gaskins

GRIEVANCE COMMITTEE

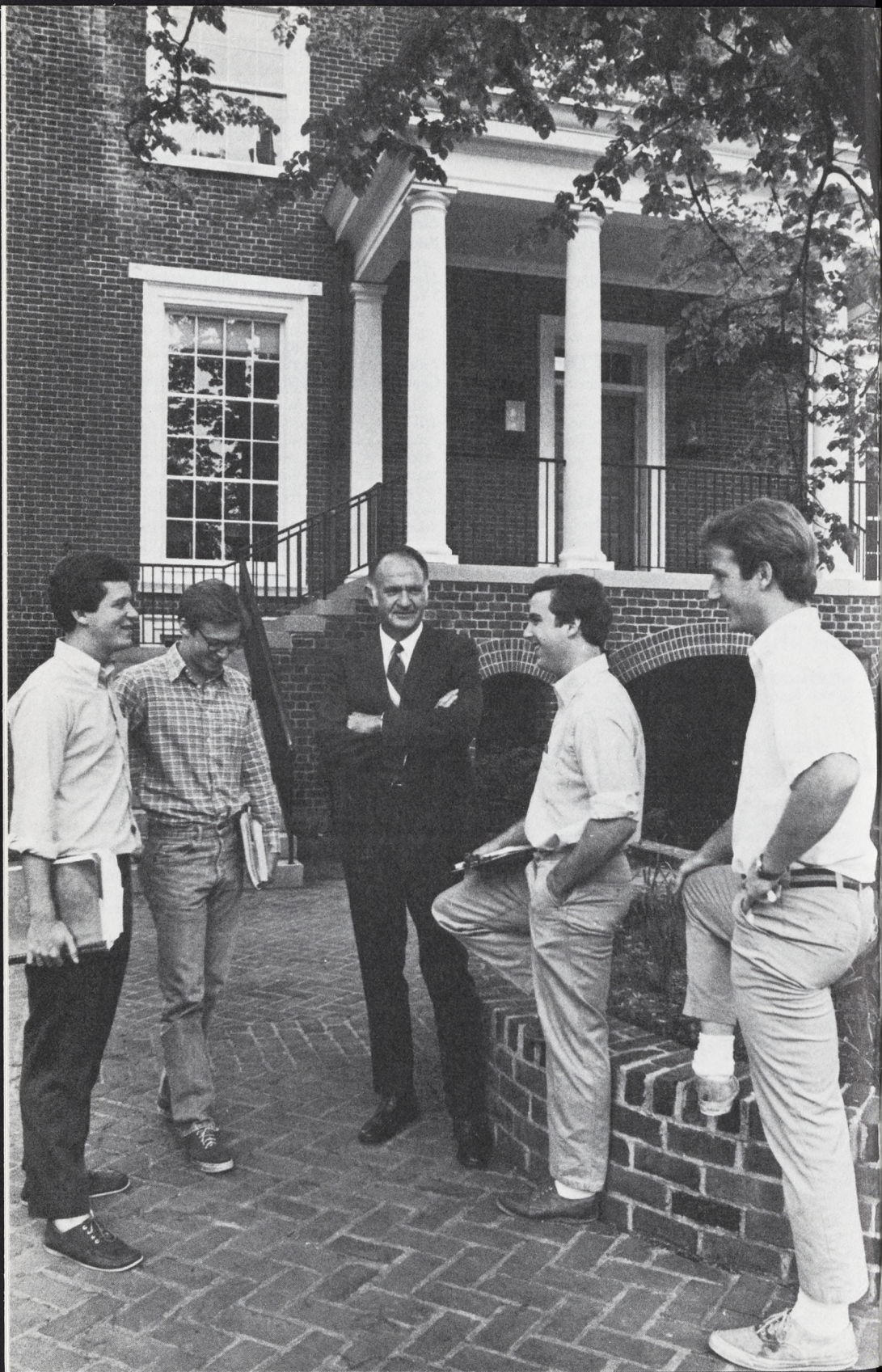
Responsible for hearing grievances including appeals of tenure, promotion and hiring decisions.

Membership (elected from tenured faculty):

5 faculty members elected at large for 3-year staggered terms. Administrative officers are not eligible to serve. Hendley (83), Gemborys (83), Simpson (84), Arieti (85), Norment (85)

2 alternates: Rogers (83), DeWolfe (83)

Chairman, elected from within the committee: Hendley



ACADEMIC PROGRAM

In keeping with the classical ideal of education, Hampden-Sydney seeks "to form good men and good citizens." The College is committed to the development of humane and lettered men, and to the belief that a liberal education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded men who are educated in world cultures and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the student's undergraduate experience while encouraging him to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.

The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, ethics, and politics. The individual who is educated in these areas and in the basic disciplines is able to confront any event with true freedom to act, outside the constraints of prejudice and impulse. With this object in view, Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning while being flexible enough to encourage independent programs of study. Believing that education should be a liberating experience emancipating men from the chains of ignorance, Hampden-Sydney strives to make men truly free.

CAREER PREPARATION

Students who are uncertain of their prospective career should take a wide variety of courses in the first two years of their college work in order to gain an introduction to the various fields of knowledge. They may then specialize in a field of their choice in their last two years.

Special programs are suggested for students who may wish ultimately to seek admission to

one of the professions or to a graduate school.

GRADUATE STUDY

Students who plan to pursue graduate work should maintain close liaison with members of the faculty in the area in which they plan to continue their education. In order to gain admission to graduate school, an applicant is expected to have done undergraduate work of a high caliber. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. For more specific requirements, students should consult the catalogues of graduate schools to which they are interested in applying.

BUSINESS AND GOVERNMENT

Students have successfully entered business and government from every major program of the College. However, the economics major is especially appropriate for students planning to enter business, government administration, or accounting. For those students specifically interested in a managerial or administrative orientation the managerial economics sequence is suggested. For details of the managerial economics program see the Economics Department requirements.

A student may enter private business or government immediately after graduation from college or after specialized study at the graduate level. Public accounting calls for the baccalaureate degree and further training leading to professional certification.

THE CHRISTIAN MINISTRY

Theological seminaries do not specify particular courses as prerequisites for admission but instead urge those who contemplate the Christian ministry to take a broadly-based selection of courses in the humanities and in the social and natural sciences. While not requiring these languages for admission, the seminaries do recommend that a prospective minister acquire in his undergraduate training a working knowledge of Hebrew and Greek. Hampden-Sydney provides all these opportunities.

LAW

The Association of American Law Schools recommends a general liberal education for pre-law students because "many of the goals of legal education are also goals of liberal education." The Association recommends courses in which the student will learn and practice:

1. Clarity and lucidity in verbal expression.
2. Critical comprehension of social institutions.
3. Analytical and imaginative thinking.

With those objectives in mind, Hampden-Sydney College is prepared to assist the pre-law student in planning his program of study. General guidance to students is available from the Department of Political Science, the Center for Counseling and Career Planning, and the Pre-Law Advisors.

MEDICINE AND DENTISTRY

According to the publication *Medical School Admission Requirements* (31st edition), published by the Association of American Medical Colleges, "Medicine needs individuals with a diversity of educational background and a wide variety of talents and interests Specific premedical course requirements . . . vary among the medical schools, but all recognize the desirability of a broad education—a good foundation in the natural sciences (mathematics, chemistry, biology, and physics), highly developed communication skills, and a rich background in the social sciences and humanities."

Eight semester hours of each of the following basic science courses are required for admission to virtually every medical school: general chemistry, organic chemistry, general biology, and general physics. Additional requirements are specified for some schools. Dental school requirements are similar.

Choice of a college major is a critical matter for premedical students. Those who are interested primarily in science should elect a full major in one of the sciences, such as biology or chemistry. The interscience major is generally not recommended because it provides a program more diffuse than that taken by other medical applicants with whom the student competes, and provides fewer alternatives for the student who may fail to attain admission to professional school.

A premedical student who has great interest in a non-science field may elect to major in that field. This is permissible, but he should understand that the *quality* of his science work must be unusually good to compensate for a greater quantity of science courses taken by others. In the words of *Medical School Admission Requirements* (31st edition), "the student who majors in a non-scientific field and elects the minimum number of required science courses must excel in them to insure the adequacy of his preparation and a favorable consideration of his application."

In order to prepare himself for the Medical College Admissions Test (MCAT) or the Dental Aptitude Test (DAT), generally taken at the

end of the junior year, the student *must* complete the required basic science courses in his first three years. In order to develop the intellectual skills needed for good performance on the MCAT or DAT and to prove his motivation and ability for advanced study in medical/dental science, the student should elect a demanding curriculum in every semester. This should typically include a minimum total of 40 hours in the sciences and should also include substantially more than the minimum distribution requirements in the humanities.

A faculty committee advises students concerning programs and applications, and prepares evaluations and recommendations.

SECONDARY SCHOOL TEACHING

Liberal education provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. A strong major in the field to be taught, with supporting courses in related areas, is the most important preparation.

The interscience major provides a broad science background, including about six semesters' concentration in one field, and constitutes a satisfactory preparation for teaching in the field of concentration. However, the student who aspires to be a master teacher of science should elect a full major in one of the sciences in preparation for graduate study, as recommended by the National Science Teachers Association and other professional groups.

Most of the courses needed to satisfy the professional education requirements of the State may be taken at Hampden-Sydney or through the cooperative arrangement with Longwood College. The remaining course needed for full certification, student teaching, may be taken subsequently at any Virginia college which offers it. Students who think they may want to earn full certification should consult with the Registrar before the beginning of their junior year.

EDUCATIONAL FACILITIES

COMPUTING FACILITIES

The John Brooks Fuqua Computing Center at Hampden-Sydney College houses one of the finest academic computing systems that an undergraduate is likely to find anywhere. Located on the first floor of Bagby Hall, the recently renovated facility is built around a Perkin-Elmer 3242 CPU with 1.5 million bytes of main memory and a secondary on-line memory capacity in excess of 200 million bytes. True 32-bit architecture, an 8 KB cache memory, double precision floating point hardware, and

microprogrammable firmware are some of the many advanced features of the 3242.

There are 32 terminals directly attached to the computer — 16 in the Computing Center and 16 distributed campus-wide. Using these 32 terminals students can run programs in FORTRAN, BASIC, and COBOL and can access an extensive library of special programs such as MINITAB. In addition, four 1200 BPS dial-up lines make it possible for users to access the computer from any location where there is a telephone. Thus, at Hampden-Sydney, it is possible for a student to own his own terminal and to access the computer from the privacy of his dormitory room.

The OS/32 operating system on the 3242 is a multi-tasking, multiprogramming operating system which supports a simultaneous mix of interactive and batch jobs. This means that a student can submit one or more long jobs to run in batch mode and, while these jobs are running, he can be editing a program in interactive mode in preparation for still another run. And with OS/32 the only limitation on the size of a program is the amount of main memory available. At Hampden-Sydney this is a hefty 1.5 million bytes.

Several microcomputers are also available for student use, primarily in monitoring laboratory experiments and as real-time data collectors for the 3242.

LANGUAGE LABORATORY

A foreign language laboratory equipped with thirty individual booths is located in Bagby Hall for the instruction of students in audio-lingual skills. Regular work in the development of these skills is required of all first- and second-year students in modern languages.

EGGLESTON LIBRARY

The book collection, numbering more than 125,000 volumes, got its start in 1775, nearly a year before the beginning of classes, when the Board of Trustees sent President Samuel Stanhope Smith to Philadelphia to purchase books for the new school. It is growing at the rate of some 5,000 volumes a year. More than 600 periodicals and scholarly journals are received regularly. In addition, the library is a depository for selected U.S. Government publications.

The present building, named for former President Joseph DuPuy Eggleston, provides seating space for 450 readers, individual study tables, typing cubicles, seminar rooms, a microform room, a listening room, and an outdoor reading terrace. Coin-operated copying facilities are available.

GILMER SCIENCE CENTER

Gilmer Science Center, completed in 1968, has 62,500 square feet of teaching space, including a separate greenhouse. It is unusually well equipped for undergraduate training in biology, chemistry, and physics. All three departments are research-oriented, and special areas have been designed for faculty research, independent student research, and cooperative faculty-student projects.

SPECIAL PROGRAMS

SPRING SHORT TERM

Hampden-Sydney conducts a one-month "short term" starting a week after Commencement. Its purpose is to provide students an opportunity to take courses which are experimental in content or presentation, particularly those which require extensive time off campus, and to enable them to finish their degree requirements in three years.

The maximum course load that a student may carry during the short term is six semester hours. Fees are charged by the course-hour. Students who are on academic suspension from Hampden-Sydney, or other places, are not eligible for admission to the short term.

WASHINGTON SEMESTER PROGRAM

Hampden-Sydney College is one of approximately 100 colleges and universities in the United States participating in the Washington Semester Program of the American University in Washington, D.C. The Program is designed to afford well-qualified students an opportunity to study American government in action, not only through courses in the School of Government and Public Affairs, but also through the Seminar, which brings students into direct discussion with major public officials, political figures, lobbyists, and others active in national government. In addition to the regular Washington Semester, the arrangement with the American University includes the Washington Urban Semester, the Foreign Policy Semester, the Justice Semester, the Economic Policy Semester, the American Studies Semester, and the Washington Science and Technology Semester. The Seminar of the Foreign Policy Semester brings the student into contact with government officials, policy planners, key legislators, foreign embassy personnel, and national defense officials, while course work is taken in the School of International Service. The Urban Semester involves work in urban management, civic problems, and contact with officials in the urban planning of Washington and surrounding communities. The Justice Semester includes

work with justice officials on all levels of government to provide a realistic picture of executive department implementation of crime-related legislation, federal investigative agencies, and the role of the federal court system in the administration of law. The Washington Economic Policy Semester is an intensive examination of the policy-making process in Washington, particularly as it relates to economic policy. The Washington Science and Technology Semester includes seminars, field study, and research to give insight into the present state of science and technology in specific national problem areas, such as the energy crisis. The Washington Journalism Semester provides an intensive scrutiny of the gathering and presentation of the news.

The Program enables a student to earn sixteen semester hours of credit. This credit is earned through participation in three facets of the Program.

The Seminar (8 credit hours) consists of a program of reading and dialogue between students and faculty and those in the Washington community who participate. Seminar sessions are held every week at either American University or the offices and committee rooms of the invited participants.

The Internship (4 credit hours) provides each student with an opportunity to gain first-hand experience as a member of the staff of an organization directly involved in the area of study. Internships are available in both the public and the private sectors.

The Research Project (4 credit hours) gives students latitude in investigating subjects and issues within their area. Guidance is provided by the director of the program.

Only a few Hampden-Sydney students are accepted each semester. Student applicants must be seniors, juniors, or second semester sophomores at the time of their participation in the Program. *Applicants must possess a cumulative grade average no lower than the line between B and C (2.5 on a 4 point scale) to be considered for admission.* Nominations are made in early October and April for succeeding semesters. Applicants need not be majoring in political science but must have had the equivalent of American Government or a beginning course in political science. Application instructions are announced twice a year.

Successful nominees pay tuition and fees to Hampden-Sydney. They are considered by both institutions to be constructively registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit.

Although the fees are paid to Hampden-

Sydney, the costs are those charged by American University. An estimated breakdown of costs for the Washington Semester is listed below (1982-83 estimate):

1. Tuition	\$2,610.00
2. Room Rental Fee (per student) —	
Double Room	823.00
Triple Room	558.00
3. Student Activity Fee	35.00
4. Residence Hall Association Fee	3.00
5. Parking Permit Fee	84.00

A ten-meal plan allows a student to choose any ten meals offered from Monday through Friday of each week. The cost for this option is approximately \$335.00 for the semester. It is also possible for students to purchase individual meals à la carte at a reasonable rate.

Other expenses to be considered are: transportation to and from Washington; transportation (bus and the Metro Subway to seminars and internships) \$6.00 - \$8.00 per week; transportation for trips during vacation periods; books (between \$55.00 and \$70.00); and social and cultural activities.

APPALACHIAN SEMESTER PROGRAM

The Appalachian Semester Program is conducted at Union College, Barbourville, Kentucky. It is a unique interdisciplinary academic program in which junior and senior students from higher educational institutions throughout the United States devote their full time to studying the Appalachian region — its strengths, problems, and challenges. The program includes nine hours of credit in sociology at the upper division level, and six hours for field work in a variety of disciplines. Field work may be either experiential learning of a regional nature in a local service agency or other institutional setting, or it may be directed study in the region at large. The program is designed to combine interdisciplinary classroom experiences and on-the-scene community experiences into a "living-learning" situation where total involvement of students and faculty may take place. Opportunities are provided to discuss with local and regional leaders assets and problems of the region, and field trips are coordinated with seminar discussions in order to involve participants on the spot with current regional issues. Applications should be made to the Dean of the Faculty.

DUAL DEGREE PROGRAM

Hampden-Sydney College and Georgia Institute of Technology have established a plan whereby an undergraduate student will attend

Hampden-Sydney College for approximately three academic years and the Georgia Institute of Technology for approximately two academic years. After completing the academic requirements of the two cooperating institutions, the student will be awarded a bachelor's degree from Hampden-Sydney College and one of the several designated bachelor's degrees awarded by the Georgia Institute of Technology.

Dual Degree candidates from Hampden-Sydney College are eligible to seek any of the following degrees from Georgia Institute of Technology:

- Bachelor of Aerospace Engineering
- Bachelor of Ceramic Engineering
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Engineering Economic Systems
- Bachelor of Engineering Science
- Bachelor of Industrial Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Nuclear Engineering
- Bachelor of Science in Textile Chemistry
- Bachelor of Science in Textiles
- Bachelor of Textile Engineering

Interested students should consult the Hampden-Sydney Dual Degree program director, Dr. Beard, for information concerning specific course requirements.

APPLIED CHEMISTRY COOPERATIVE PROGRAM

Hampden-Sydney College and Virginia Polytechnic Institute and State University have established a cooperative program for students seeking careers in chemical engineering and/or applied chemistry, in which the student spends his first three years majoring in chemistry at Hampden-Sydney followed by his senior year in the Department of Chemical Engineering at VPI&SU. Upon satisfactory completion of the program, the student is awarded the B.S. in chemistry from Hampden-Sydney. A student completing the program is eligible to begin study for the M.S. in chemical engineering at VPI&SU, upon approval by that institution, in a program requiring two summers and one academic year.

Students interested in this cooperative engineering program should contact the program advisor, Dr. Smith.

EXCHANGE

Hampden-Sydney College participates with Hollins College, Randolph-Macon College, Randolph-Macon Woman's College, Sweet Briar College, Mary Baldwin College, and Washing-

ton and Lee University in a program known as EXCHANGE: A College Consortium. This program is designed primarily for juniors to study for a semester or academic year at one of the other schools.

Purposes of the program are to broaden the educational opportunities of students and to provide a different campus environment.

Eligibility of the student to participate is determined by the home institution. Students who are interested should apply to the Registrar.

LONGWOOD COLLEGE COOPERATIVE PROGRAM

The variety of courses available to Hampden-Sydney students has been increased by a cooperative arrangement with Longwood College under which full-time students at either institution may enroll for certain courses at the other institution without added expense. A list of approved Longwood courses is maintained in the Registrar's Office. Application for a Longwood course is made through the Registrar of Hampden-Sydney, preferably at the time of pre-registration. Students are registered on a space-available basis.

ROTC

Hampden-Sydney men may enroll in the ROTC program conducted at Longwood College as part of the Longwood College Cooperative Program. Application for Military Science courses is made through the Registrar at Hampden-Sydney, just as for any other course at Longwood. Such courses are recorded on the student's transcript. *However, Military Science courses do not count as hours toward graduation, nor are they computed in the student's grade point average.*

Application for acceptance in the Advanced Course requires the nomination of the President of Hampden-Sydney College and acceptance into the Course by the Officer in Charge.

FOREIGN STUDY

Hampden-Sydney College does not conduct its own "study-abroad" program, but Hampden-Sydney students are eligible for some of the foreign study programs sponsored by other colleges on terms established by those institutions. In addition, the Foreign Study Committee can *recommend* to the Registrar that credit be given for satisfactory completion of any of a number of other programs involving academic work abroad. The programs approved usually require the student's participation in a group sponsored and supervised by an accredited American institution, or a recognized administrative agency,

and the individual program must clearly form a legitimate part of the student's curriculum. The Committee's criteria for recommendation for credit include a minimum GPA and the approval of the student's major department and advisor. Ordinarily, no student who has accumulated fewer than 45 or more than 90 semester hours at Hampden-Sydney will be eligible for foreign-study credit; all foreign-study credit will be counted. The recommendation for credit must be obtained *in advance* of the work abroad.

THE HONORS PROGRAM

The Honors Program is designed specifically for the man who has given evidence of intellectual curiosity, independence of thought, excitement about learning, and an appreciation of knowledge—for the sort of man who sparks the enthusiasm of his fellow students and challenges the best in his teachers. Participants in the program are encouraged to take an active role in the learning process, entering into dialogue with their professors and classmates, rather than just listening to lectures. The size of Hampden-Sydney, and her excellent faculty, make her uniquely suited to provide a learning environment for this type of motivated student.

The program provides the following components (each an independent entity that can be elected by the students): (1) *Introductory Honors* for freshmen and sophomores, consisting of one course per semester for four semesters. Four-fifths of the student's academic work is taken in the broader curriculum of the College during this period. (2) *Honors Independent Study* for juniors and seniors, comprising a series of courses, independent studies, or tutorials organized around a specific theme (generally cross-disciplinary) and culminating in an independent project. (3) *Honors Majors* are available to upperclassmen in specific departments. These consist of special courses and appropriate directed reading or independent study. Each student participating is designated a Fellow of the College, sharing fully in the ongoing creativity of the Faculty and his fellow Honors students.

Supervision of the Honors Program is the responsibility of the Honors Council, composed of an advising-teaching team of faculty, administrative officers of the College, and members of the Board of Trustees of the College. Participation in Honors work is limited to demonstrably superior students who either apply for membership in the program or are nominated by guidance counselors or professors. Interested students should consult the Director of the Honors Council, Dr. Rogers. Entrance into any phase of the program is subject to the approval of the Honors Council.

SENIOR FELLOWSHIPS

In the spring of their junior year a group of men are selected to be Senior Fellows for the following year. These men must demonstrate the maturity, intellectual competence, and imaginative curiosity to warrant their pursuit of a program of independent study contributing to their own enrichment and that of the College. The Fellows are permitted the maximum amount of freedom consonant with the satisfactory development and completion of their personal project. That normally includes the waiving of conventional curriculum requirements. Each Senior Fellow will work closely with an advisor in executing his program of study. Usually the Fellow is required to submit a year-end report of his efforts. The essence of the Senior Fellowship program is responsible individualism. Within a reasonable academic framework, the student is offered an unexcelled opportunity for personal intellectual fulfillment.

Selection of the Fellows is made by the President on the recommendation of the Honors Council. The Council will provide general supervision of all programs and may prescribe certain requirements for the Fellows. Also, the Council must certify at year's end that the program of study undertaken has been successfully completed.

Members of the junior class may become candidates for Senior Fellowships by individual application, or on nomination by any member of the faculty. Each candidate must file his application with the Director of the Honors Council during the first few weeks of the second semester. He shall include in his application the name of the faculty member who has consented to be his principal advisor and a detailed description of his project, what he proposes to do, why he wants to do it, and how to achieve his purposes. Senior Fellows pay full tuition.

THE RHETORIC PROGRAM

The Rhetoric Program was established by the faculty in 1977-1978. The purpose of the program is to assure that all graduates of the College are able to write and speak clearly, cogently, and grammatically. In order to be graduated from Hampden-Sydney College, a student must satisfy all aspects of the Rhetoric proficiency requirement. The program is divided into a two-course sequence, Rhetoric 101 and 102.

Rhetoric 101 teaches the mechanics of effective writing—from basic sentence patterns through paragraph development to the preparation of an effective paper. Entering students with scores at or above 650 on the SAT Verbal or English Achievement Tests, or 60+ on the TSWE, may be *considered* for exemption from Rhetoric 101.

Rhetoric 102, required of all students, focuses on the study and composition of the essay, with special attention to stylistic clarity, vocabulary building, and research techniques.

Each student must pass a proficiency examination in rhetoric at the end of his sophomore year. The examination will be a combination of an objective test and a timed essay, the essays to be evaluated by faculty members drawn from the faculty at large.

A student who performs unsatisfactorily on this examination has the option of taking a short-term course, auditing a freshman rhetoric course, or seeking tutorial assistance. Opportunities for a retest will be provided. A student will be suspended if he has not passed the Rhetoric proficiency exam by the end of the semester in which he earns his 89th credit hour toward graduation. (Hours earned in short term or summer school will be applied to the following, rather than preceding, semester.)

This requirement applies equally to all students, whether transfer students or not.

Students who entered Hampden-Sydney prior to the fall of 1978 and who have not satisfied the English composition proficiency requirement will be allowed to do so by successfully completing Rhetoric 101.

Students who successfully completed English 105 will be allowed to take Rhetoric 102 for graduation credit hours but not distribution credit hours.

THE ADVISING SYSTEM

Each student is associated with a faculty member who serves as his advisor. Students are required to consult the advisor before registering for classes each semester, and they are urged to seek consultation whenever an academic or personal problem warrants counsel.

Advisors are assigned to incoming freshmen several months before their arrival at college. New students thus have available to them the assistance of a Hampden-Sydney faculty member in matters such as electing freshman courses. The advising relationship continues through the student's career at Hampden-Sydney.

All freshmen take a multi-disciplinary seminar, which is a part of the Advising Program. The instructor of each seminar section is the student's academic advisor. The work of the seminar is chiefly the analysis and discussion of books representing the three divisions of study at Hampden-Sydney — Humanities, Social Science, and Natural Science. The seminars may also take up matters such as study skills in the liberal arts, selection of a major department, and career preparation. The purpose of the seminar

is to introduce students during their first semester in college to the basic principles and essential habits of thought in liberal education.

In the spring of the sophomore year, each student must declare his major subject and is assigned to his major department for subsequent advising. Later in the spring semester each sophomore is asked to consult with his advisor and plan a coherent program for the junior and senior years. The advisor may give guidance to the student in the choice of graduate study or vocational opportunities.

MAJORS

A student may elect to major in any one of the following disciplines or groups of disciplines:

Biology	Management Economics
Biochemistry	Mathematics
Biophysics	Mathematics and
Chemistry	Computer Science
Chemical Physics	Mathematics and
Classical Studies	Natural Science
Economics	Philosophy
Economics with	Physics
Mathematics	Political Science
English	Psychology
French	Religion
Greek	Religion and Philo-
Greek and Latin	sophy
History	Spanish
Humanities	
Latin	

The requirements for each of these majors may be found in the section on Course Offerings.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

It is solely the responsibility of the candidate for graduation to make sure he meets all of the stated requirements for the degree.

Every student who completes the following requirements in ten or fewer semesters will receive a Bachelor of Arts, or for a student majoring in the natural sciences who requests it, a Bachelor of Science degree.

PROFICIENCY REQUIREMENTS

Proficiency in Rhetoric and in a foreign language at the 200 level; each proficiency is to be demonstrated either by examination or by course work (i.e., two 3-hour semester courses and an examination in Rhetoric; two semester courses in a foreign language at the 200 level, or one 3-hour course at the 300 level).

DISTRIBUTION REQUIREMENTS

A. Natural Sciences and Mathematics (Four Courses)

1. Natural Sciences: two courses, chosen from two departments, including at least one (with co-requisite laboratory) from among Biology 101, Chemistry 101, Physics 111, Physics 115.
2. Mathematics: one course from among Mathematics 101, 102, 103, 104, 201, 202, 203, 207.
3. One additional course outside the department of the major.

B. Social Sciences (Three Courses)

1. History and Political Science: one course from among History 101, 102, 111, 112; Political Science 101, 200.
(History 101 or 102 may not be used to satisfy this requirement if it is used to satisfy the History and Culture requirement below.)
2. Economics, Psychology, Sociology: one course from among Economics 101, Psychology 201, Sociology 201.
3. One additional course outside the department of the major.

C. Humanities (Seven Courses)

1. History and Culture: Western Man 101-102 or History 101-102 (two course sequence required).
(History 101-102 may not be used to satisfy this requirement if it is used to satisfy the Social Sciences requirement above.)
2. Philosophical and Religious Thought: one course from among Philosophy 201, 202, 301, 302, 304; Religion 201, 202, 205.
3. Literature: one course from among Classical Studies 203, 204; English 201, 202; Classical and Modern Language literature courses at the 300 level and above.
4. Fine Arts: one course from among Fine Arts 103, 201, 202, 207, 302.
5. Two additional courses outside the department of the major.

Neither courses taken to satisfy proficiency requirements nor courses taken in the department of the major may be used to satisfy the distribution requirements.

CREDIT HOURS REQUIREMENT

Successful completion of enough course work to total 120 semester hours of credit. The semester hour of credit is authorized for a class which

meets 50 minutes per week for the semester or for the laboratory which meets two and one-half hours per week for the semester.

MAJOR REQUIREMENT

Successful completion of the courses required to qualify for a major in the department or area of specialization.

RESIDENCE REQUIREMENT

A minimum residence of two academic years, including the last year preceding graduation. A minimum of sixty hours of credit (of the 120 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

QUALITY REQUIREMENT

A grade point average of 2.0 (C) on work taken at Hampden-Sydney and in cooperative programs, or 120 hours of C work or better, at least sixty hours of which must be earned in courses taught at Hampden-Sydney. The grade point average is calculated by dividing the total quality units earned at Hampden-Sydney and in cooperative programs by the total hours attempted.

FRESHMAN ADVISING REQUIREMENT

Successful completion of the freshman advising seminar is a requirement for graduation.

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Anyone who has earned a bachelor's degree at Hampden-Sydney or elsewhere may seek to earn a second bachelor's degree at Hampden-Sydney. The candidate for the second degree must be cleared by the regular admissions process. Granting of the second degree requires the completion of two semesters of residence at Hampden-Sydney and of at least 30 hours of academic credit during that period. In addition, fulfillment of the present core requirements through courses taken in the original four-year program and/or courses taken in the fifth year, and similarly the fulfillment of the course requirements for an academic major distinct from the major of the original bachelor's degree, are required. The student's proposed fifth year program must also be approved for overall coherence and quality by the Dean of the Faculty and the chairman of the major department.

ACADEMIC REGULATIONS

Academic rules, regulations, practices and procedures are fundamental to the total educational program at Hampden-Sydney College. Each student who enrolls at Hampden-Sydney is expected to become familiar with the regulations and practices set forth in the following section.

GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

Grades	Quality Points per semester hour
A	Excellent 4
A- 3.7
B+ 3.3
B	Good 3
B- 2.7
C+ 2.3
C	Fair 2
C- 1.7
D+ 1.3
D	Poor 1
E	Failure, may continue* 0
F	Failure 0
WF	Withdrew Failing 0
W	Withdrew 0
I	Incomplete 0

*This grade is given only for the first semester of continuing (0-6) courses. If a student receives the grade of E, he may continue in the following semester of that course. If the grade for the second semester is passing, the student will not be required to repeat the work of the first semester, and the graduation requirements of the whole course will be fulfilled. No hours of credit will be given for the semester which bears the grade of E.

GOOD ACADEMIC STANDING

A student who at the end of any semester has an accumulated grade point average below 2.00 or who has fewer accumulated hours than listed below is not in good academic standing.

Semester	1	2	3	4	5	6	7
Hours	14	28	43	58	73	89	105

PROBATION FOR ACADEMIC REASONS

A student who at the end of any semester has completed fewer semester hours and/or has a grade point average below those listed below is placed on academic probation. A student on academic probation is required to enter the Study Skills Program as a condition of continuing enrollment in the College.

Minimum Single Semester's Record

Effective Semester in College	1	2	3	4 or more
Hours	8	8	12	12
Grade-Point Average	1.2	1.3	1.4	1.5

Minimum Accumulated Record

Effective Semester in College	1	2	3	4 or more
Grade-Point Average	1.2	1.6	1.8	2.0

SUSPENSION FOR ACADEMIC REASONS

1. A student who is not off probation at the end of any probationary semester is suspended from enrollment, subject to review by the Executive Committee of the Faculty.
2. Any student who receives a grade of E or F in 50%, or more, of the hours he has attempted in any one semester is suspended from enrollment.
3. A student who returns to Hampden-Sydney after an academic suspension or other absence and whose academic record justifies his being on probation at the time of his return will be placed on academic probation.
4. The semester standing of a transfer student with respect to academic probation regulations will be determined by the sum of hours attempted at Hampden-Sydney.

READMISSION STATEMENT

If a student is dismissed from the College for academic, honor, or disciplinary causes or if he should withdraw voluntarily, he must make formal application for readmission. His application will be considered by the admissions committee, which will review his entire academic and citizenship record while at Hampden-Sydney (and in some cases his secondary school record) as well as his activities during the period of his separation from the College. Each decision is made on an individual basis, and the admissions committee is in no way obligated to readmit any student no matter what the circumstances of his withdrawal or the terms of his suspension. Although students often discuss their chances of readmission with faculty, staff, and friends of the College, no one can at the time of separation guarantee the decision of the admissions committee regarding readmission.

CLASS ATTENDANCE

Since a college education is given direction by the work of the classroom, class attendance is essential. Professors inform their classes at the beginning of each semester what attendance is expected in each course. Students who find it necessary to miss classes for a number of days should inform the Dean of Students. Students who find it necessary to leave the campus for medical reasons are expected to consult with the College physician. Absences for medical reasons require a written statement from the attending physician.

FRESHMAN REGISTRATION

Each new student will register for first semester courses during the summer in consultation with the faculty advisor and the Registrar. During orientation, he will meet with his faculty advisor to review his course selections. If necessary, changes may be made in his selections before classes begin.

COURSE LOAD REGULATIONS

1. Every student needs to carry a normal course load of 15-16 hours each semester in order to make satisfactory progress towards the 120 hours required for graduation.
2. Every student must carry a minimum course load of twelve hours each semester. To take fewer than twelve hours, the student must receive the permission of his advisor and the Dean of the Faculty.
3. No student may take more than nineteen hours in any semester without special permission of the Executive Committee of the Faculty.
4. A student hopelessly deficient in one subject may, with the permission of the instructor, advisor, and the Registrar, drop that course. The grade for the semester will be recorded as WF.
5. Courses may not be added after the first week of classes in any semester.
6. Courses may be dropped without penalty only during the first four weeks of classes in any semester and then only with the permission of the advisor and the instructor. A fee of \$5.00 will be charged students for each course dropped during this period.

Note: These course regulations may be modified by action of the Executive Committee of the Faculty.

EXAMINATIONS

Examinations are held at the end of each semester. A charge of \$5.00, payable to the Business Office, is made for special examinations.

RE-EXAMINATIONS

Seniors who were doing passing work in a course prior to examination week of their *final* semester but who fail the final examination may, upon the recommendation of the professor concerned and the approval of the Dean of the Faculty, be granted a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which in no case may be higher than D.

GRADE REPORTING

At the end of each semester a grade report is sent to the parent or guardian of each dependent student. Once during the first semester and once during the second semester, reports of unsatisfactory progress in specific courses are similarly sent.

INCOMPLETES

Grades of Incomplete (I) must be removed by a date determined by the instructor, but no later than five class days after the beginning of the semester following the semester in which the incomplete is given. Incompletes that have not been removed by the end of this period will be converted to permanent grades of F.

DEAN'S LIST

The Dean's List is composed of those students who receive a grade point average of at least 3.3 for fifteen hours or more of work in any given semester.

GRADUATION WITH HONORS

Graduation with honors shall be according to the following requirements:

- summa cum laude*
a grade point average of 3.7
- magna cum laude*
a grade point average of 3.5
- cum laude*
a grade point average of 3.3

TRANSFER CREDIT

A student transferring college credit from another institution must have earned a grade of C or better for each course accepted for credit. No quality points are given.

Credits are allowed only for courses which are equivalent to those available at Hampden-Sydney and which are not being presented toward a degree at any other institution. No credit will be given for correspondence courses.

SUMMER SCHOOL CREDIT

Subject to departmental approval, hours earned

for courses taken in summer school at a four-year accredited institution are accepted if the grade earned was C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade point average is unaffected.

WITHDRAWAL FROM COLLEGE

Any student who withdraws from the College must have the approval of the Dean of the Faculty and the Dean of Students. A student resigning on or after December 1 of the first semester or May 1 of the second semester will receive a grade of WF in all courses. He is not ordinarily eligible to return the next semester.

EXCLUSION FROM COLLEGE

The College authorities reserve the right to exclude at any time a student whose conduct or academic standing they regard as unacceptable; in such a case fees will not be refunded or remitted, in whole or in part.

LEARNING DISABILITIES

Every student is expected to complete the academic requirements for graduation. However, if a student has a learning disability which might hamper his academic progress, this must be called to the attention of the Dean of the Faculty as soon as the student enrolls. Appropriate documentation will be required at that time.

ACADEMIC CALENDAR 1982-83

First Semester

August

- 29 — Sunday — Freshmen and Transfers report
- 31 — Tuesday — All other students report

September

- 1 — Wednesday — Classes begin

October

- 22 — Friday — Deficiency reports due in Registrar's Office

November

- 9 — Tuesday — Rhetoric *Proficiency Exam* — Objective
- 11 — Thursday — Rhetoric *Proficiency Exam* — Essay
- 12 — Friday — Close of registration for spring courses
- 23 — Tuesday — Thanksgiving break begins after classes
- 29 — Monday — Classes resume

December

- 10 — Friday — Last day of classes
- 11 — Saturday — Study day
- 12 — Sunday — Study day
- 13 — Monday — First day of exams
- 15 — Wednesday — Study day
- 18 — Saturday — Last day of exams

Second Semester

January

- 11 — Tuesday — All students report
- 12 — Wednesday — Classes begin

March

- 4 — Friday — Deficiency reports due in Registrar's Office
- 11 — Friday — Spring break begins after classes
- 21 — Monday — Classes resume
- 29 — Tuesday — Rhetoric *Proficiency Exam* — Objective
- 31 — Thursday — Rhetoric *Proficiency Exam* — Essay

April

- 8 — Friday — Close of registration for fall courses
- 26 — Tuesday — Last day of classes
- 27 — Wednesday — Study day
- 28 — Thursday — Study day
- 29 — Friday — First day of exams

May

- 1 — Sunday — Study day
- 4 — Wednesday — Last day of exams
- 8 — Sunday — Graduation

ADMISSION REQUIREMENTS AND PROCEDURES

Hampden-Sydney admits men as candidates for undergraduate degrees if their academic records indicate competence to engage in a challenging liberal arts curriculum. The secondary school academic record is the single most important factor in the admission decision.

QUALIFICATIONS

Prospective students are expected to have mastered a solid, demanding college preparatory program before entering Hampden-Sydney, including at least four units of English, two units of one foreign language, three units of mathematics, two units of natural science (one of which must be a lab), and one unit of social science. In addition, a third unit of foreign language and a fourth unit of math are recommended. The records of successful applicants often include examples of impressive school and community extra-curricular contributions in addition to their academic preparation.

Hampden-Sydney requires its applicants to submit the results they have achieved on the Scholastic Aptitude Test (SAT) given by the College Entrance Examination Board. The College also requires the submission of scores from three Achievement Tests, two of which must be English and mathematics. The following examination dates are suggested for all candidates:

Junior year: Preliminary Scholastic Aptitude Test (PSAT/NMSQT) in October; Scholastic Aptitude Test in March; Achievement Tests in May. Students may choose to take these tests for practice, for Early Admission, for Early Decision, or for regular acceptance.

Senior year: Scholastic Aptitude Test in November; Achievement Tests in December or January. Applicants do not have to take these tests again if they are satisfied with the scores they previously attained.

For further information on these tests, candidates are encouraged to contact their secondary school guidance department or write to: College Entrance Examination Board, Princeton, New Jersey 08541. The Board's code number for Hampden-Sydney College is 5291.

APPLICATION CREDENTIALS

In order for an application to Hampden-Sydney College to be considered complete, it should contain an Application for Admission (together with a \$25.00 application fee), a transcript of grades obtained in secondary school (and any

previous colleges for transfer applicants), one teacher recommendation, and the results of the candidate's SAT and Achievement Tests.

Candidates wishing to enhance their applications with additional personal recommendations may do so up to a recommended maximum of three. The Faculty Admissions Committee, while finding recommendations helpful in the selection process, is not necessarily impressed by sheer volume, which often makes objective evaluation more difficult.

CAMPUS INTERVIEWS

Candidates considering Hampden-Sydney College are strongly encouraged and, in some cases, may be required to visit the campus for a personal interview. Students conduct tours of the campus, and conferences with professors and/or coaches can be arranged. Requests for appointments should be directed to the Admissions Office (804-223-4388). The Office is located on the second floor of Atkinson Hall and is open year-round from 8:30 a.m. to 4:30 p.m., Monday through Friday, and on Saturday from 9:00 a.m. until noon by appointment (excluding June, July, and August). A guide, with complete instructions for visitors, is forwarded prior to all appointments if sufficient notice is given.

ACCEPTANCE PLANS

Hampden-Sydney has three acceptance plans: Early Admission—the student enters the College after three years of high school; Early Decision—the College notifies candidates of the Committee's decision by November 15 of their senior year; and Regular Admission—the College notifies candidates beginning February 15. (Hampden-Sydney uses the Rolling Admission plan from February 15 to April 15.)

Early Admission Plan

Hampden-Sydney recognizes that some students with records of superior academic achievement and promise may require fewer than the usual four years of secondary school to prepare for college. Under the Early Admission Plan, qualified candidates whose credentials are received by June 1 of their junior year will receive an acceptance or deferment no later than July 31.

If Early Admission candidates elect to take the college admissions tests, they must do so by May of their junior year. Although they must file their applications by June 1, the final date for

submission of transcripts, letters of recommendation, and scores is July 15. Candidates must then visit Hampden-Sydney for an interview.

Candidates applying under the Early Admissions Plan must have earned a high school diploma or present official evidence in writing that a diploma will be forthcoming by the satisfactory conclusion of the student's freshman year at Hampden-Sydney.

Early Decision Plan

Candidates for admission to the freshman class under the early decision plan should file a completed application by November 1. The early decision candidate agrees to apply only to Hampden-Sydney until he is notified of the College's decision; he agrees to send his completed application, including transcript, recommendations, and SAT scores, to the College by November 1 (financial aid applicants must have the Early Version Financial Aid Form filed with the College Scholarship Service by November 1, preferably much earlier); he agrees to notify Hampden-Sydney of his intention to enroll by December 1st; and he must agree not to apply elsewhere after confirming

his enrollment. Under the early decision plan, Hampden-Sydney agrees either to accept or to defer applicants by November 15. (The deferred applicant then receives thorough, unbiased consideration under the regular plan. The deferred candidate is also free to apply to other colleges.) The College agrees not to require the accepted applicant to take further admission tests—if he decides to attend the College.

Regular Admission Plan

Candidates choosing the Regular Admission Plan should submit their applications to the College as early as possible in their senior year. Hampden-Sydney maintains a recommended application deadline of March 1. Applications received after that date will be considered on a space-available basis. Students are notified of the Committee's admission decisions beginning in February and continuing through April 15. Accepted applicants are expected to confirm their place in the incoming class by May 1. If an approved late applicant is accepted after April 15, his confirmation deposit should be sent within three weeks from the date of acceptance.

SUMMARY OF ADMISSION PLAN REQUIREMENTS

<i>Nature of plan:</i>	<i>Early Admission (after three years of secondary school)</i>	<i>Early Decision (Hampden-Sydney is first choice)</i>	<i>Regular Admission</i>
<i>Application and fee due:</i>	<i>By June 1 of junior year</i>	<i>By November 1 of senior year</i>	<i>By March 1 of senior year recommended*</i>
<i>Other credentials due:</i>	<i>July 15 of junior year</i>	<i>By November 1 of senior year</i>	<i>By March 15 of senior year recommended*</i>
<i>SAT and Achievement Tests Taken:</i>	<i>Before May of junior year</i>	<i>In junior year</i>	<i>Before February of senior year</i>
<i>Notification of decision sent to applicant:</i>	<i>By July 31 of junior year</i>	<i>November 15 of senior year</i>	<i>By April 15 of senior year*</i>
<i>Reservation deposit due:</i>	<i>Within three weeks</i>	<i>December 1</i>	<i>May 1*</i>

*The Rolling Admissions Plan is in effect from February 15 until the incoming class is completed. Freshman candidates considering application after April 15 should contact the Admissions Office to determine the availability of space.

NOTICE OF NON-DISCRIMINATORY POLICY AS TO STUDENTS

Hampden-Sydney College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College.

It does not discriminate on the basis of race, color, national and ethnic origin or physical handicap in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs.

ADVANCED STANDING

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive six to eight hours of academic credit and exemption from corresponding proficiency and distribution requirements. Exemptions from requirements for the academic major will be determined by the appropriate department. Granting of credit or placement for a score of three will be at the discretion of the department. A student who chooses to take a course for which he has been granted advanced placement credit will not receive additional credit.

TRANSFER STUDENTS

Transfer students may not enter as seniors, since they must complete at least four semesters of full-time study (or the equivalent) at Hampden-Sydney to satisfy degree requirements. They may enter, however, in either the fall or the spring semester.

Besides the required secondary school credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a letter of recommendation from a dean or other appropriate official. While academic work completed at the college level is a more current indicator of a student's potential success at Hampden-Sydney, the Admissions Committee will also consider the secondary school record and test scores. Personal interviews are strongly encouraged.

Qualified transfer students desiring to enter in the fall semester should apply by July 1; those interested in second semester admission should apply by December 1.

With an A.A. degree from an accredited community or junior college and a 3.0 (B) or higher grade average, a student is normally admissible to the College with junior standing and can be credited with the completion of sixty semester hours of courses toward graduation. Credit may be given for course work similar to that offered by Hampden-Sydney from an accredited institution; however, no credit will be allowed for work taken elsewhere if the student earns credit for equivalent work at Hampden-Sydney. Community and junior college students who are not A.A. recipients are welcome to

apply; however, the courses that transfer will be considered individually. Staff members are happy to review a student's transcript and advise him concerning transfer credits. A student from another institution must have earned grades above the minimum passing mark in all courses which he presents for transfer. The College normally denies admission to a transfer applicant if he is ineligible to return to the college from which he wishes to transfer.

A transfer student must meet Hampden-Sydney's proficiency and distribution requirements, either at his previous college or after matriculation at Hampden-Sydney.

FOREIGN STUDENTS

Students in any of these categories must apply for admission on special application forms available from the Hampden-Sydney Office of Admissions:

- non-U.S. citizens living abroad;
- non-resident aliens temporarily living in the United States;
- permanent residents of the United States (unless their last two years of education were completed in the U.S.);
- U.S. citizens with foreign diplomas or degrees.

Applicants seeking to begin studies in the fall semester should submit applications and supporting credentials by March 1. Those seeking admission for the spring semester should submit materials by November 1. All documents written in languages other than English must be accompanied by certified English translations. The Admissions Office will not process applications until all supporting documents have been received.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary school program offered in their country. All applicants who speak or write English as a second language are required to take the TOEFL (Test of English as a Foreign Language). Test results should be sent to Hampden-Sydney. Information concerning this test may be obtained by writing to TOEFL, Educational Testing Service, Princeton, N.J. 08540.

EXPENSES*

FIXED EXPENSES

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 65% of the total cost of the student's education. The remainder is provided by income from endowment and by gifts from the Synod of the Virginias, alumni, friends, and foundations.

Expenses* and costs listed below are composed of certain fixed fees payable to the College, along with several variable expenses.

	1982-83
Comprehensive Fee	\$5,850.00
Room Rent:	
Cushing & Venable	575.00
Room Rent:	
Whitehouse & Hampden	
House Units	675.00
Board	\$1,250.00
Special Fees:	
Course Overload, per credit hour	\$85.00
Special Students, per credit hour	120.00
Damage Deposit	100.00
Late Enrollment	15.00
Graduation Fee	50.00
Athletic Center Fee	25.00

*The College reserves the right to increase charges without prior notice.

EXPLANATION OF FEES

The Comprehensive Fee covers tuition, materials required in laboratory courses, medical care in the College infirmary, accident and hospitalization insurance, admission to athletic events held on the campus, the cost to students of student publications, and some other activities. The fee does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

Students who by special permission of the Executive Committee are taking more than 19 hours of course work in a given semester must pay an overload fee for credit hours above 19.

Room rent in the dormitory covers cost of occupancy and use of utilities. Freshmen live in Venable and Cushing Halls and sophomores and upperclassmen in Cushing and Whitehouse Halls and the Hampden House Units.

Each student is responsible to the College for the condition of his room and is expected to report any damage of College property to the Dean of Students. He must pay the costs of repairs or replacement and, depending on the circumstances, may suffer disciplinary action.

In the senior year there is payable by February 1 a graduation fee of \$50.00, which covers cost of diploma and rental of cap and gown for the Commencement functions.

The Athletic Center Fee covers the use of: swimming pool; three basketball and indoor tennis courts; 1/10 mile track; squash, handball, and racquetball courts; sauna; and universal gym.

PAYMENT OF FEES

Sixty percent of all charges is payable on or before registration in August; the balance (40%) is due on or before registration in January.

If an account is not paid at the time of registration, the College regards the student's account as delinquent unless arrangements satisfactory to the Vice President for Finance have previously been made. A student whose account is delinquent is not entitled to board, room, registration, admission to classes, or issue of transcripts.

In unusual circumstances an extended deferment may be granted by the Vice President for Finance. However, that involves interest charges on the balance outstanding.

Checks should be made payable to Hampden-Sydney College and mailed to the Business Office.

RETURN OF FEES

There is no refund of fees, except when the College physician recommends the withdrawal of a student before the middle of a semester for reasons of health. There is no refund of room rent. A refund of unused board is allowed if withdrawal occurs prior to two weeks before the end of a semester.

SCHOLARSHIP PAYMENTS

Disbursements of institutional grants and all loan funds are made in two installments, 60% in August and 40% in January. Disbursements of federal and state grants are made in equal amounts each semester.

LIFE INSURANCE

The University Life Insurance Plan is available to Hampden-Sydney students on an optional basis. It provides coverage of \$10,000 of annually renewable, convertible term insurance with the Fidelity Bankers Life Insurance Corporation.

INSURANCE ON PERSONAL POSSESSIONS

College insurance does not cover losses of personal property (including motor vehicles) of students as a result of fire, theft, damage, etc. Therefore, parents may want to consider a floater on their insurance policy to cover such possessions.

FINANCIAL AID

To apply for financial aid from the College is relatively simple. If you are *not* a resident of Virginia, you need complete only one form — the Financial Aid Form (FAF). For residents of Virginia there is one additional form — the application for the Virginia Tuition Assistance Grant Program (TAGP).

The FAF may be obtained after December 1 from one's high school guidance officer or from the Hampden-Sydney financial aid office. It should be completed after January 1 by the applicant or his parents and mailed before March 1 to the College Scholarship Service (CSS). Hampden-Sydney (CSS code number 5291) should be designated as a recipient. If for some reason it is impossible to submit the FAF before the deadline, the financial aid office should be notified immediately.

Every student who applies for financial aid *must* apply for a grant from the Basic Educational Opportunity Grant Program (BEOG). This is done simply by authorizing the CSS, when completing the FAF, to send the reported information to BEOG. Administered by the federal government, BEOG is designed primarily for students who have significant financial need.

Virginia residents applying for financial aid *must* complete the College Scholarship Assistance Program (CSAP) information on the FAF and request that a copy be sent to the State Council of Higher Education for Virginia. CSAP provides grants, based on need, to Virginia residents attending public and private colleges and universities in the state.

In-state residents must also complete a separate application for an award from the Virginia Tuition Assistance Grant Program (TAGP). The grant — based on residence, not on need

—is available to every *bona fide* resident of Virginia who attends an eligible private college or university in the state. An application may be obtained from the Hampden-Sydney financial aid office; the completed form must be returned to the College prior to June 1. The TAGP award automatically becomes part of the financial aid award of Virginia residents.

In addition to the regular financial aid program, Hampden-Sydney offers several scholarships, awarded without regard to financial need, which recognize outstanding academic and extracurricular achievement.

The Allan Scholarships are awarded to young men of superior academic achievement and proven qualities of intellectual leadership. Recipients receive four-year stipends of \$1,500 per year.

The Venable Scholars are chosen on the basis of academic excellence and proven qualities of leadership. Recipients receive four-year stipends of at least \$1,250 per year.

Patrick Henry Scholars are chosen on the basis of proven qualities of leadership and academic excellence. They receive four-year stipends of at least \$1,250 per year.

Leadership Awards are chosen on the basis of proven qualities of leadership. Recipients receive four-year stipends of at least \$750 per year.

All financial aid awards are reviewed at the end of each semester. Financial assistance may be withdrawn if one's citizenship or academic work does not meet the standards of the College. Financial aid consumer information may be obtained from the Director of Financial Aid.

Inquiries concerning financial aid should be addressed to Mr. Thomas H. Shomo, Director of Financial Aid (telephone 804-223-4381).

ENDOWED SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and the generosity of the contributions of alumni, parents, and friends to the general scholarship endowment. Each of the endowed scholarships listed below produces significant income which supplements the College's financial aid program and is, therefore, individually designated. Endowed scholarships established after July 1, 1979, will not be individually designated unless the capital contribution is \$25,000 or more.

THE FLORENCE J. ABNEY MEMORIAL SCHOLARSHIP was established in 1961 by a gift of Miss Florence J. Abney. Preference is given to students from the State of West Virginia.

THE COLONEL AND MRS. GEORGE E. ADAMSON SCHOLARSHIP was established in 1946 by Colonel Adamson of Washington, D.C., to be given to a member of the senior class on the basis of financial need, character, and promise.

THE GEORGE H. AND MINNIE BRADLEY ALEXANDER SCHOLARSHIP was established under the will of Mr. and Mrs. G. H. Alexander of Norfolk, Virginia, in 1957.

THE ARA SERVICES SCHOLARSHIP FUND was established in 1965 and later supplemented through gifts of ARA Food Services Company.

THE GEORGE SLOAN ARNOLD LOAN AND SCHOLARSHIP FUND was established in 1979 by George Sloan Arnold of Romney, West Virginia. The fund is in memory of Henry Bell Gilkeson and Robert William Gilkeson, the father and brother of Mr. Arnold's wife, Laura. Henry Bell Gilkeson was a member of the Hampden-Sydney Class of 1873, and Robert William Gilkeson was a member of the Class of 1907. The income from the fund shall be used for the award of loans and scholarships to worthy students who demonstrate financial need and academic excellence. Preference is given to qualified students first from Hampshire County, West Virginia, and second from West Virginia.

THE PAUL TULANE ATKINSON MEMORIAL SCHOLARSHIP FUND was established in 1964 by gifts from Mr. Carlyle Gee '26 of Greensboro, North Carolina, and other friends and alumni of the College in memory of

Mr. Atkinson, Treasurer of the College from 1919 to 1957.

THE BERNARD E. AND EDNA B. BAIN SCHOLARSHIP FUND was established in 1981 by Edna B. Bain in memory of her husband, Dr. Bernard E. Bain '28, H.D. '52. Preference is given to students who are studying for the Christian ministry.

THE FRANK C. BEDINGER SCHOLARSHIP was established in 1977 by a gift from Frank C. Bedinger '05 of Boydton, Virginia. The scholarship is awarded to pre-law students on the basis of superior academic achievement, outstanding leadership abilities, the promise of potential usefulness, and evidence of financial need. Where no financial need exists, the award will be \$500. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE RAYMOND B. AND DOROTHY ROUSE BOTTOM SCHOLARSHIP FUND was established in 1981 by Dorothy Bottom in memory of her husband. Preference is given to students from the Peninsula area of Virginia.

THE ERNEST JACKSON BRIGHTWELL SCHOLARSHIP FUND was established in 1981 by a bequest from Mr. Brightwell, Class of 1937. Preference is given to graduates of Highland Springs High School, Henrico County, Virginia.

THE LEWIS O. BROWN MEMORIAL SCHOLARSHIP was established in 1973 by Mr. Brown's widow, Mrs. Mary Patsel Brown of Roanoke, Virginia. Roanoke students are given preference.

THE BURROUGHS MEMORIAL SCHOLARSHIPS were established through the will of Mabel C. and Charles F. Burroughs of Norfolk, Virginia. A number of annual scholarships are available to students from the Tidewater area who are selected by the Norfolk Foundation upon the recommendation of the College. Students should apply directly to The Norfolk Foundation, 406 Royster Building, Norfolk, Virginia 23510.

THE GEORGE EVANS CASKIE MEMORIAL SCHOLARSHIP was established in 1970 by a bequest from Mr. James R. Caskie, in memory of his father.

THE WILLIAM CARROLL CHEWNING, JR. MEMORIAL SCHOLARSHIP was established in 1975 by Mr. William Carroll Chewning '41, his family, and friends in memory of his son, a member of the Class of 1967.

THE DONALD L. CORK SCHOLARSHIP was established by gifts to the College from Mr. Donald L. Cork '13 of Charleston, West Virginia.

THE EDMUND BAKER DAVENPORT SCHOLARSHIP FUND was established in 1972 by Mrs. Claude R. Davenport, Mr. and Mrs. Claude R. Davenport, Jr., Mr. and Mrs. George L. Fosque, and Mr. and Mrs. Charles C. Chewning. The awards are made in the form of loans which need not be repaid if the student maintains an average of 2.0 or better.

THE DRYDEN-MOREHEAD SCHOLARSHIP was established in 1905 through a bequest under the will of Mrs. Sarah A. Dryden of Putnam County, West Virginia.

THE JESSIE BALL DUPONT MEMORIAL SCHOLARSHIP FUND was established in 1978 by a gift from the Jessie Ball duPont Religious, Charitable, and Educational Fund of Jacksonville.

THE MISS MARY MARGARET EAST SCHOLARSHIP was established by Mr. David E. East of Raphine, Virginia.

THE FARMVILLE MANUFACTURING COMPANY SCHOLARSHIP was established by the Farmville Manufacturing Company, Farmville, Virginia.

THE FIRST NATIONAL BANK SCHOLARSHIP was established in 1972 by the First National Bank of Farmville, Virginia, to benefit a student majoring in economics.

THE JOHN BENJAMIN FLIPPEN SCHOLARSHIP FUND was established in 1980 by a bequest of Sue Gray Cooper and her husband, Ransome Cooper, Jr., in memory of her father, John Benjamin Flippen, Class of 1871, of Cumberland, Virginia.

THE THOMAS FLOURNOY SCHOLARSHIP was established in 1961 by Mrs. Sallie T. Flournoy in memory of her husband. The scholarship assists needy students studying for the ministry.

THE FRAYSER SCHOLARSHIP was established in 1954 by a bequest from the estate of Mrs. Anne R. Finch Frayser.

THE DR. BENJAMIN HOBSON FRAYSER SCHOLARSHIP was established in 1945 by Mrs. Anne R. F. Frayser in memory of her son, Dr. Benjamin Hobson Frayser.

THE WILLIAM LUCKE GARLICK MEMORIAL SCHOLARSHIP FUND was established in 1975 by Dr. R. Cecil Garlick, Jr. of Charlottesville, Virginia, in honor of his late brother, who attended Hampden-Sydney in 1920-21. The fund is used to aid students to study in foreign countries.

THE HORACE A. GRAY FAMILY SCHOLARSHIP was established in 1978 by a bequest of Mrs. Pearl F. Gray of Richmond, Virginia.

THE CHARLES CALLAWAY GUTHRIE SCHOLARSHIP was established in 1968 by Mr. and Mrs. J. Dennett Guthrie in honor of Mr. Guthrie's father. The scholarship has been supplemented by gifts from Mr. Charles R. Guthrie, also a son of Charles Callaway Guthrie.

THE ANNA CARRINGTON HARRISON LEADERSHIP SCHOLARSHIP was established as a memorial to his mother by Mr. Fred N. Harrison of Richmond, Virginia, long-time member of the College Board of Trustees, and continued by his widow. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE WARREN W. HOBBIE SCHOLARSHIPS were established in 1959 and later supplemented by gifts from Mr. Warren W. Hobbie of Roanoke, Virginia, a former member of the Board of Trustees.

THE RANDALL HOLDEN MEMORIAL SCHOLARSHIP was established through gifts and a bequest of Mr. W. R. Holden of South Hill, Virginia, and later supplemented by a bequest from the estate of Mrs. Eva Holden Johnston.

THE EUGENE C. HURT, JR. AND ANNIE R. HURT SCHOLARSHIP was established in 1966 through a bequest under the will of Mr. E. C. Hurt of Chatham, Virginia. Preference is given to students from Halifax and Pittsylvania Counties.

THE WILLIAM ALLEN JOHNS, JR. MEMORIAL SCHOLARSHIP was established in 1979 by Dr. William A. and Logan P. Johns in memory of their son, Allen. Preference is given to premedical students.

THE ALBERT SIDNEY AND VIRGINIA PARLETT JOHNSON MEMORIAL LOAN FUND was established in 1966 by a gift of Mr. Robert D. Johnson '36. The award, which must be repaid, is given to a deserving upperclassman.

THE EVA Y. JONES SCHOLARSHIP was established in 1958 by the Second Presbyterian Church of Roanoke, Virginia, to be awarded to a Presbyterian student studying for the ministry who is in need of financial assistance.

THE JOHN FRANKLIN KINCAID, JR. MEMORIAL SCHOLARSHIP was established in 1945 by gifts from Mrs. John F. Kincaid, Jr., Mrs. Nan Lin Kincaid, and Mrs. Allie Anderson in memory of Lieutenant Kincaid, USN Medical Corps, who was killed in action off Okinawa in April, 1945. This scholarship is designated for a premedical student of character and ability.

THE LEWIS G. LARUS SCHOLARSHIP was established in 1966 through a gift from the estate of Mr. Lewis G. Larus '38 of Richmond, Virginia, a former member of the Board of Trustees.

THE ALFRED L. LORRAINE, JR. MEMORIAL SCHOLARSHIP was established by gifts from Mr. and Mrs. A. L. Lorraine of Richmond, Virginia, as a memorial to their son, who gave his life for his country in World War II.

THE PHILIP LEE LOTZ SCHOLARSHIP was established by the Iota Chapter of Pi Kappa Alpha. The award is made to a deserving member of Pi Kappa Alpha at the choice of the Chapter.

THE MADISON SCHOLARSHIP FUND was established in 1961 through a bequest under the will of Mrs. Janet B. M. Nichols of Petersburg, Virginia, in memory of her first husband, Wilkes Madison.

THE JAMES J. MARSHALL, JR., SCHOLARSHIP FUND was established by gifts from Mr. J. J. Marshall, Jr. '34 of New York City. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE SAMUEL McDOWELL MARTIN AND VIRGINIA K. MARTIN MEMORIAL SCHOLARSHIP was established in 1982 by a bequest from Mrs. Martin. Preference is given to students who intend to enter the medical profession or the ministry.

THE PHILIP W. MCKINNEY SCHOLARSHIP FUND was established in 1964 by a bequest from the estate of Mrs. Frankie McKinney Van Winkle, in honor of her father, Governor Philip W. McKinney, a member of the Class of 1851.

THE BEN AND MAYO MOOMAW SCHOLARSHIP FUND was established by the gifts of Mr. and Mrs. Benjamin Franklin Moomaw of Lynchburg, Virginia. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE FRED MAY MORTON AND MARY MORTON PLATT SCHOLARSHIP FUND was established in 1963 by a gift from Mrs. Mary Morton Platt of Baltimore, Maryland, in memory of her brother. The fund has been supplemented by gifts from The Theodore H. Barth Foundation.

THE LEE WATKINS MORTON MEMORIAL SCHOLARSHIP was established by gifts from Mr. and Mrs. L. W. Morton, Sr., and their sons, Lee W. Morton, Jr., Judge R. Page Morton, and the Rev. Taylor Morton of Charlotte County, Virginia.

THE JOSEPH LEE AND MARGARET EAST NELSON MEMORIAL SCHOLARSHIP FUND was established in 1976 by Mrs. Nelson to provide scholarships for students of known superior academic ability who are in need of financial assistance. Preference in selecting recipients for scholarships will be afforded Virginia students of the Christian faith who have formed a present intention to seek full-time Christian service as ordained ministers or missionaries, or, in the alternative, preference will be afforded students who have formed a desire to enter the teaching profession.

THE WALLACE C. NUNLEY SCHOLARSHIP was established by Dr. Wallace C. Nunley '44 of Clifton Forge, Virginia, and Dr. Wallace C. Nunley, Jr. '69.

THE ODK LEADERSHIP SCHOLARSHIP was established in 1971 by the Lambda Circle of Omicron Delta Kappa at Hampden-Sydney. The \$500 award is made to a sophomore selected by the Circle in recognition of demonstrated leadership and as encouragement for future constructive work. Need is not a criterion.

THE THEODORE G. OFFTERDINGER, JR. AND VIRGINIA C. WILLIAMSON SCHOLARSHIP was established in 1981 through gifts

from Mr. and Mrs. Theodore G. Offterdinger, Sr. '41 and friends in memory of Theodore G. Offterdinger, Jr. '74 and Virginia C. Williamson. Preference is given to scholar-athletes who have shown outstanding leadership characteristics in their secondary school careers. The scholarship is administered by the Honors Council as a part of the Leadership Awards Program.

THE RICHARD C. PARKER SCHOLARSHIP FUND was established in 1980 by Mr. and Mrs. William A. Parker, Jr., of Atlanta, Georgia, in honor of their son, Richard C. Parker '81.

THE TRUMAN ALFRED PARKER SCHOLARSHIPS were established by a bequest from Judith H. M. Parker of La Jolla, California. Students in the premedical program are given preference.

THE WILLIAM T. PUGH MEMORIAL SCHOLARSHIP FUND was established by the Fidelity National Bank of Lynchburg, Virginia, in memory of Dr. Pugh, a member of the Class of 1923 and a former member of the Board of Trustees.

THE READ-LANCASTER MEMORIAL SCHOLARSHIP was established through gifts from Mrs. Edmonia C. L. Metcalf of Charlottesville, Virginia, in memory of her mother, Mrs. Agnes Elizabeth Read Lancaster and her uncles, Mr. Abram Carrington Read and Mr. Isaac Mayo Read. In addition to her immediate family, Mrs. Metcalf specified the scholarship as a memorial in remembrance of the Reads of "Greenfield," Charlotte County, Virginia.

THE TINA RICHARDSON SCHOLARSHIP was established in 1975 by Mrs. A. B. Richardson of Roanoke, Virginia.

THE H. MELVIN ROBERTS MEMORIAL SCHOLARSHIP was established in 1958 by Mrs. H. M. Roberts of Shaker Heights, Ohio, in memory of her husband.

THE CLARENCE B. ROBERTSON MEMORIAL SCHOLARSHIP was established in 1969 by a bequest from Mr. Robertson, a former member of the Board of Trustees and a member of the Class of 1915.

THE CHARLES FRANCIS ROBINSON EDUCATIONAL FUND was established in 1969 by a bequest from Mr. Robinson's mother, Mrs. Evelyn D. Robinson.

THE PHILIP H. ROPP MEMORIAL SCHOLARSHIP was established by a bequest from Dr. Ropp '30, Hurt Professor of English at Hampden-Sydney.

THE MR. AND MRS. HUGH B. SPROUL SCHOLARSHIP was established by a gift of Mr. Hugh B. Sproul of Staunton, Virginia.

THE STAMPS SCHOLARSHIP was established in 1936 by a gift from Mrs. F. S. Royster of Norfolk, Virginia, in memory of her father, Dr. William L. Stamps, and of her brothers, Mr. Edward R. Stamps of the Class of 1867 and Dr. Thomas Stamps of the Class of 1868.

THE GEORGE MAYO TABB MEMORIAL SCHOLARSHIP was established in 1960 through a bequest under the will of Miss Annie Glass Tabb of Staunton, Virginia, in memory of her nephew, Mr. George M. Tabb '26.

THE DR. J. ERNEST THACKER MEMORIAL SCHOLARSHIP FUND was established through gifts from the Second Presbyterian Church of Norfolk, Virginia, in memory of its former pastor. The fund was supplemented in 1955 by a bequest of Ellen C. Hooff.

THE MR. AND MRS. GEORGE C. THOMAS, JR. SCHOLARSHIP FUND was established in 1953 and supplemented in 1973 through gifts from Mr. and Mrs. George C. Thomas, Jr. of New Jersey and Florida.

THE FRANCIS F. THWEATT, JR. SCHOLARSHIP FUND was established in 1980 by a bequest from the estate of Hallie Farrar Thweatt in honor of her husband, Dr. Francis F. Thweatt, Jr. '21.

THE JOSEPH I. TRIPLETT MEMORIAL SCHOLARSHIP was established in 1963 under the will of Mr. Joseph I. Triplett, Jr. of Shepherdstown, West Virginia.

THE ALBERT JAMES TRUITT AND JULIA HARRISON TRUITT MEMORIAL SCHOLARSHIPS were established in 1949 through a bequest under the will of Mrs. Julia E. Truitt of Norfolk, Virginia, and designated for the assistance of students studying for the ministry.

THE ACHILLES L. TYNES SCHOLARSHIPS were established in 1958 by the Misses Eliza I. and Frances M. Tynes of Tazewell, Virginia, in memory of their brother, a member of the Class of 1894.

THE RICHARD MORTON VENABLE SCHOLARSHIP FUND was established in 1964 by a gift of Mr. and Mrs. Richard Morton Venable of Charleston, West Virginia. Mr. Venable was a member of the Class of 1920 and a direct descendant of Nathaniel Venable of "Slate Hill," one of Hampden-Sydney's founding and charter trustees.

THE WADDELL-GORDON SCHOLARSHIP FUND was established in 1952 by Mr. James W. Gordon, Jr. '32 of Richmond, Virginia, as a memorial to Dr. James Waddell (1739-1805), "the blind preacher," and Colonel James Gordon of Lancaster County (1714-1768), leaders in the establishment of the Presbyterian Church in the Colony of Virginia. James Gordon's granddaughter and James Waddell's daughter, Janetta Waddell, was the wife of Archibald Alexander, third president of Hampden-Sydney College.

THE WALLACE-BARNER SCHOLARSHIP was established in 1953 and later supplemented by gifts from Dr. K. K. Wallace '28 of Norfolk, Virginia, and gifts given in memory of Mr. George Barner '56.

THE WALLACE-BLANTON SCHOLARSHIP was established in 1973 by Miss Ellen Barbour Wallace of Nashville, Tennessee, in memory of her father, Clarence Blair Wallace of the Class of 1880, and John Dielle Blanton of the Class of 1879.

THE J. MEBANE WARD MEMORIAL SCHOLARSHIP was established in 1972 by a bequest from Mr. Ward, Class of 1927.

THE JOSEPH MOSS WHITE AND JOSEPHINE VIRGINIA BROWN WHITE SCHOLARSHIP was established in 1975 by Mr. Joseph W. White, Jr., Mr. James S. White, and Dr. Paul F. White in honor of their parents and supplemented by memorial gifts in honor of Mr. J. M. White.

THE A. D. WITTEN SCHOLARSHIP was established by gifts from Mr. A. D. Witten and Mrs. Cecil Witten Ford of Martinsville, Virginia.

THE JESSIE REAMES YOUNG AND CHARLES REAMES YOUNG SCHOLARSHIP was established by Mr. Fred W. Young, Sr. '09 to benefit Dinwiddie County residents attending Hampden-Sydney.

ANNUAL SCHOLARSHIPS

Hampden-Sydney College recognizes the impor-

tance and generosity of the contributions of alumni, parents, and friends to the annual scholarship fund. Annual scholarships are not individually designated unless the donor has agreed to a significant annual contribution to be awarded each year over a number of years. For those individually designated annual scholarships established after 1979, the minimum contribution must be \$1000.

THE JOHN M. BORDERS, M.D. MEMORIAL FUND was established through an annuity with The Presbyterian Foundation, Inc. (U.S.), by the Reverend Isaac D. Borders in memory of his father, Dr. John M. Borders.

THE PRESBYTERIAN CHURCH. In recognition of the historic and continuing ties between Hampden-Sydney and the Presbyterian Church, THE SYNOD OF THE VIRGINIAS provides \$25,000 each year to be used for financial assistance to Presbyterians. The Church thereby supports the College in her commitment to blending sound scholarship with the principles and practices of the Christian faith.

THE NELSON W. COE III MEMORIAL SCHOLARSHIP was established in 1969 by Mr. and Mrs. Charles E. Coe in memory of Mr. Coe's brother. Preference is given to students from either Westminster Presbyterian Church in Alexandria, Virginia or Heritage United Presbyterian Church in Fairfax County, Virginia.

THE H. SPENCER EDMUNDS MEMORIAL SCHOLARSHIP was established in 1950 by the Second Presbyterian Church, Roanoke, Virginia, as a ministerial scholarship in memory of its former pastor, the Reverend Mr. H. Spencer Edmunds.

THE FIRST CONGRESSIONAL DISTRICT (VIRGINIA) SCHOLARSHIP. Through the gifts of U.S. Representative Paul S. Trible, Jr. '68, a four-year merit scholarship has been established for a student from the First Congressional District attending Hampden-Sydney College. The scholarship recipient is selected by the College on the basis of superior academic achievement, demonstrated qualities of leadership, and service to school and community. Need is not a criterion for the award. The scholarship carries an annual stipend of \$1,000 and is administered by the Honors Council as part of the Leadership Awards Program.

THE GEORGE C. "CHIP" FREEMAN III MEMORIAL SCHOLARSHIPS. The scholar-

ships were established in 1974 in memory of George C. "Chip" Freeman III '76 by his parents, Mr. and Mrs. G. C. Freeman, Jr. '52 and his brother, Douglas M. Freeman, and are funded by the George C. Freeman III Memorial Trust. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE CHARLES WILLARD HART, JR. SCHOLARSHIP was established in 1980 by Mr. Hart '49. The scholarship is administered by the Honors Council as part of the Leadership Awards Program.

THE JAMES BUCKNER MASSEY SCHOLARSHIP. Each year since 1957 a scholarship has been made possible through gifts of Dr. F. M. Ryburn '45 of Lubbock, Texas, in memory of Dr. James B. Massey, long-time professor of Bible at Hampden-Sydney. Preference is to be given to sons of ministers.

THE MCGUIRE-BOYD SCHOLARSHIP was established through annual gifts since 1965 by Mr. James Nalle Boyd '58 and Mr. John Peyton McGuire Boyd '64 of Richmond, Virginia, in memory of their parents, Mr. and Mrs. John W. Boyd. Awarded to a deserving sophomore or upperclassman displaying outstanding qualities of character and leadership, the scholarship is

administered by the Honors Council as part of the Leadership Awards Program.

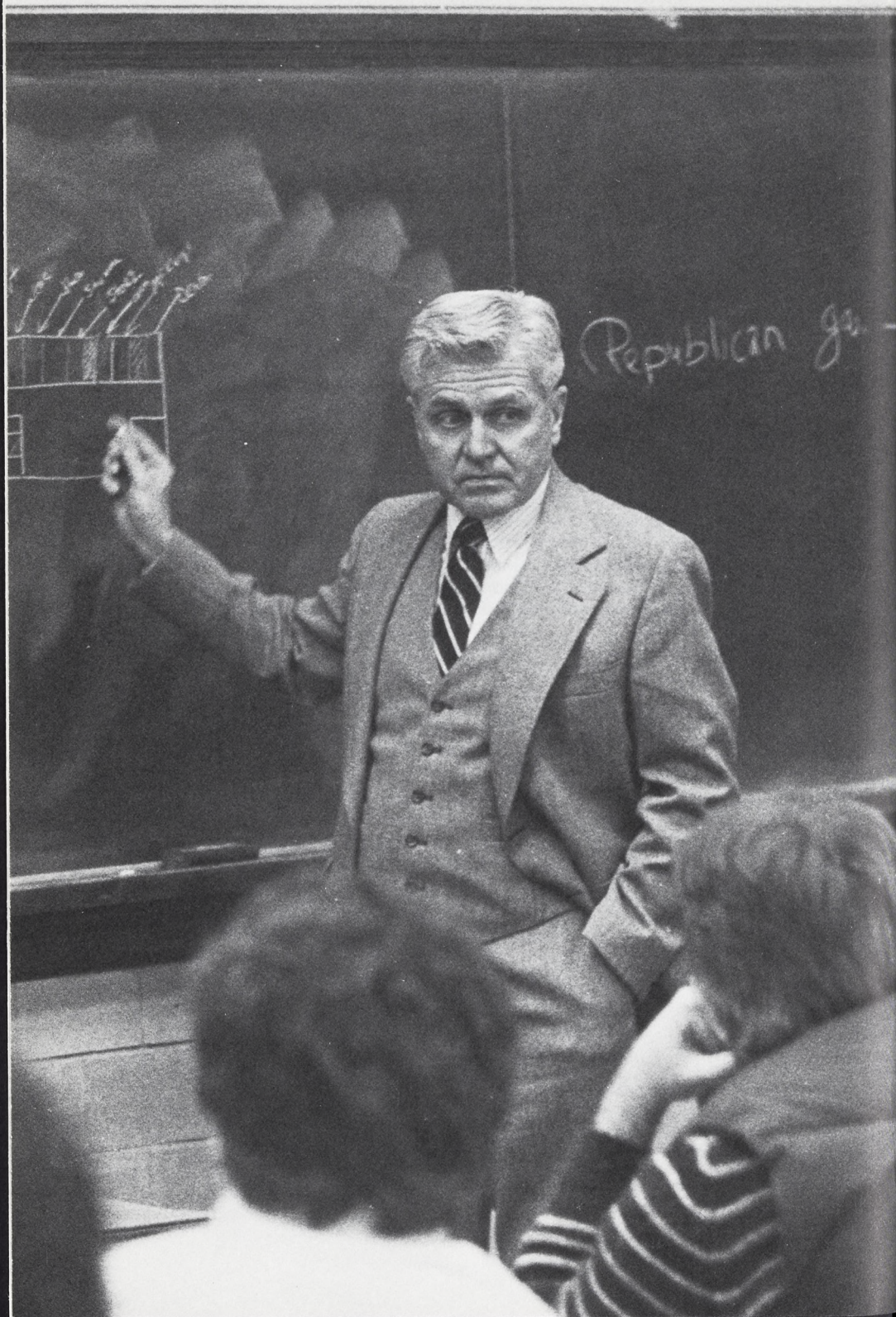
THE ALGERNON SYDNEY SULLIVAN SCHOLARSHIPS. Annual grants from the Algernon Sydney Sullivan Foundation of New York since 1936 have provided scholarships at Hampden-Sydney in memory of Algernon Sydney Sullivan, founder and first president of the New York Southern Society. The scholarships are awarded to deserving students to stimulate their spiritual development by encouraging their study of the life of Algernon Sydney Sullivan. To that end, each recipient is required to read the biography of Mr. Sullivan and to submit an essay expressing the student's appreciation of life's finer qualities as exemplified by Algernon Sydney Sullivan.

THE THIRD CENTURY SCHOLARSHIPS. Third Century Scholarships are available to residents of Alexandria, Virginia. The scholarships carry four-year stipends of \$1,000. Half is provided by the Alexandria Bicentennial Corporation and half by Hampden-Sydney. Need is not a selection criterion. Recipients are chosen by the Board of Directors of the Alexandria Bicentennial Corporation, and interested students should apply directly to the Corporation at 201 South Washington Street, Alexandria, Virginia 22314.

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COURSE OFFERINGS

DIVISIONS OF STUDY

The academic departments and courses of instruction are grouped according to the following three divisions:

HUMANITIES, including the Departments of Classics, English, Fine Arts, Modern Languages, Philosophy, Religion, and Western Man.

NATURAL SCIENCES, including the Departments of Biology, Chemistry, Physics, and Mathematics.

SOCIAL SCIENCES, including the Departments of Economics, History, Political Science, and Psychology.

COURSE CLASSIFICATION

Each course listed in this catalogue has a course number. At the right of this number will be found numerical designations in parentheses which indicate the course length and credits carried by the course. There are three variations. For example: Biology 108 (3) meets for one semester only and carries three semester hours of credit. French 201-202 (3-3) comprises two semesters of work, and the student may take one or both semesters. Greek 101-102 (0-6) comprises two semesters of work. A student must complete both semesters in order to receive credit for the first semester. He must take the first semester course in order to take the second semester. Normally the courses with odd course numbers meet in the fall semester and those with even course numbers meet in the spring semester.

SPECIAL TOPICS AND INDEPENDENT STUDY

The following courses are offered in every department:

485. Special Topics (1, 2, 3 hours).

An organized course providing for study in an area other than one described in the course listings. If the course/topic is offered more than once, it must be approved by the faculty.

490. Directed Reading (1, 2, 3 hours).

Reading related to a particular course or topic in which the student is interested, the reading to be done under the supervision of a faculty member who will assist the student in designing his program.

495. Independent Study (1, 2, 3 hours).

Research project in which the student works independently under the supervision of a faculty member; the project will ordinarily lead to a paper in which the student describes his work and summarizes his findings. For juniors and seniors only.

For reading courses (490) and independent study (495), a written proposal, designating hours of credit and describing the subject under investigation and the methods to be utilized, must be approved by the professor supervising the study, the chairman of the department, and the student's faculty advisor. A copy of the approved proposal must be given to the Registrar prior to the last day of the add period.

A student may take no more than one 490/495 course per semester.

Ordinarily, a student may take no more than two 490 and two 495 courses during his tenure at Hampden-Sydney. If additional independent work is desired, the written proposal must be submitted to the Honors Council for approval. Students who wish to do extensive independent work are encouraged to apply for Senior Fellowships and Honors Major Fellowships.

Departments may specify prerequisites and minimal grade point averages for taking 490 and 495 courses.

BIOLOGY

PROFESSORS CRAWFORD, SHEAR, TURNER; ASSOCIATE PROFESSOR GEMBORYS; ADJUNCT ASSISTANT PROFESSOR LUND

The diverse preparation necessary for different graduate biology programs in different institutions often necessitates tailoring the undergraduate major to suit the particular needs of the student. All students interested in majoring in biology are requested to see a representative of the biology department during their freshman year to discuss their future programs of study. The biology major requires a minimum of 33 hours in the department and includes Biology 101-102, Biology 400, and at least one botany course. Chemistry 101 and 102 and corequisite labs are also required.

Note: Many graduate schools require courses in physics, mathematics through calculus, organic chemistry, statistics, computer science, physical chemistry, and electronics by way of preparation for certain biology majors. The Department of Biology recommends that all students planning to pursue graduate or professional studies in the biological sciences investigate the undergraduate prerequisites for their particular major by the fall semester of their junior year so that these may be incorporated into their undergraduate program.

BIOLOGY 101-102. (3-3) *Staff*
INTRODUCTORY BIOLOGY. An introduction to the basic topics of the biological sciences. Biology 101 emphasizes structure, Mendelian genetics, ecology and the evolution of plants and animals. Biology 102 emphasizes functional molecular mechanisms, homeostasis, embryology, and population genetics. Biology 101 satisfies the biology portion of the science distribution requirement. Prerequisites: none for 101; 101 prerequisite to 102. Corequisites: Biology 151 and 152 corequisite to 101 and 102, respectively. Offered: 101 in the fall semester, 102 in the spring semester.

BIOLOGY 108. (3) *Gemborys*
ENVIRONMENTAL BIOLOGY. A consideration, based on basic biological concepts, of the processes leading to the degradation of our environment. The course will include discussions of such topics as environmental pollution by pesticides, industrial by-products, radioactive materials, etc., the historical background and future prospects of the population explosion, and the need for preservation of our natural resources. Not open to students who have taken Chemistry 111 or Physics 105. Prerequisite: none. Offered: each semester.

BIOLOGY 111. (1) *Gemborys*
NATURAL MAN. Readings, discussions and films designed to illustrate the capacity of man to survive in hostile environments and to demonstrate the close ecological balance maintained between primitive man and his environment. Emphasis will be given to early Arctic and Antarctic exploration and to the study of Esquimaux culture. Readings will include works by Stefansson, Nansen, Amundsen, Scott, Cherry-Garrard, Shackleton, and Byrd. Admission by consent of instructor. Prerequisite: none. Offered: spring semester of odd years.

BIOLOGY 142. (4) *Gemborys*
BOTANY. An introductory study of the anatomy, morphology, taxonomy, physiology, and ecology of plants. In addition, the commercial and medicinal uses of plants will be considered. Two 2½ hour meetings per week, with the laboratory experience integrated within the lecture portion of the course. Prerequisite: none. Offered: spring semester.

BIOLOGY 151-152. (1-1) *Staff*
LABORATORY IN INTRODUCTORY BIOLOGY. Laboratory exercises associated with Biology 101-102. Prerequisites: none for 151. 151 is prerequisite to 152. Corequisites: Biology 101 for 151, Biology 102 for 152.

BIOLOGY 158. (1) *Gemborys*
LABORATORY IN ENVIRONMENTAL BIOLOGY. A laboratory experience designed to demonstrate the interactions between plants and animals and their environment and to acquaint the non-science-oriented student with techniques and methods used in the measurement of environmental parameters. Consideration will be given to such topics as the thermal and chemical stratification of lakes and ponds and how this phenomenon affects aquatic organisms; a comparison of the chemical and physical characteristics of natural and polluted streams; the effects of logging and fire in local forest ecosystems; and the study of the population dynamics and behavior of confined populations of small mammals. Prerequisite or corequisite: Biology 108. Offered: fall semester.

BIOLOGY 207. (2) *Crawford*
SEMINAR ON THE GREAT BIOLOGISTS. A study of the lives and classical contributions of the most significant figures in the history of biology. The chief criterion used in selecting the subjects is their effect upon subsequent thought and development in the life sciences. This seminar requires extensive biographical reading. Admission by consent of instructor. Two three-hour meetings per month. Prerequisites: Biology 101, 102, 151 and 152. Offered: on sufficient demand.

BIOLOGY 210. (3) *Shear*
EVOLUTION OF MAN. The course will begin with a brief introduction to the theory of natural selection, including its historical development. The biology of the primates, human adaptations, and the interpretation of current results in human paleoanthropology will be surveyed. Hypotheses concerning the early development of major social institutions such as hunting-gathering, tool-making, language, and agriculture will be examined. The last third of the course will be devoted to a study of the origins of the five major pristine civilizations in an effort to understand the origin of civilization and the state. No prerequisites; does not provide credit toward a biology major.

BIOLOGY 215. (4) *Lund*
CYTOLOGY. Cytology is an introduction to cells in terms of structure and function. Major emphasis in lecture sessions includes descriptions of cell organelles and their functions, the mechanics of cell division, and basic cytogenetics. Structure of differentiated cells is considered in relation to the function of various animal and plant tissues. Students will examine professionally prepared material as well as slides of their

own making in the laboratory. Students are involved in techniques in cytogenetics and histochemistry utilizing animal and plant material. Three lecture sessions, one laboratory period per week. Enrollment limited to 24. Prerequisite: Biology 101 and 102. Corequisite: none. Offered: spring semester.

BIOLOGY 220. (4) *Shear*
MICROBIOLOGY. Morphology, physiology, systematics and ecology of micro-organisms, with major emphasis on the bacteria. Two lectures and two labs per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: spring semester.

BIOLOGY 232. (4) *Crawford*
PARASITOLOGY. The biology of animal parasites — their history, life cycles, host relationships, modes of infection, transmission, and pathogenicity. Laboratory exercises will include work on prepared slides and the examination of living parasitic forms when possible. Students will be required to prepare some permanent slide mounts from living parasites. Three lectures and one laboratory period per week. Prerequisite: Biology 101 and 102. Offered: spring semester of even years.

BIOLOGY 241. (4) *Shear*
INVERTEBRATE ZOOLOGY. An intensive study of the taxonomy, morphology, physiology, and ecology of the invertebrates. The phylogenetic origin of the organ-system is studied in relation to basic adaptive patterns. Biochemical, embryological, morphological, and physiological similarities and dissimilarities are observed. Representative species from the major phyla are studied in the laboratory. Three lectures and one lab per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester of even years.

BIOLOGY 243. (4) *Shear*
ENTOMOLOGY. An intensive study of the insects as representatives of the Phylum Arthropoda. Lecture topics will include insect physiology and behavior, insect morphology and classification, social insects, methods of insect control, and insect ecology. Laboratories will consist primarily of work on the local insect fauna. A collection will be required and will form a major part of the student's grade. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester of odd years.

BIOLOGY 250. (3) *Turney*
BIOETHICS. Examines the growing field of problems lying at the interface between advancing technological expertise in the health fields

and the related moral and ethical problems which are being raised by such advances. An attempt will be made to place man in his proper biological perspective and to provide students with the mental tools and outlooks with which they can make intelligent judgments in bioethical matters and then live with their decisions. No lab. This course does not provide credit for a biology major. Prerequisite: none. Offered: spring short term.

BIOLOGY 253-254. (4-1) *Gemborys*
PLANT COMMUNITIES. A consideration of the interrelationships between plants and their environment with the main emphasis being on the synecological rather than the autecological relationships. These relationships will be observed through study of the major plant communities of Virginia. Emphasis will be placed on the role of succession and environment in the development of plant associations. Three lectures and one laboratory per week, first semester; one laboratory per week, second semester. The work in the second semester will consist of directed study of a problem of interest to the student and will be based on the principles and methods studied in the first semester. Prerequisites: Biology 101, 102, 151 and 152. Offered: 253 in the fall semester; 254 in the spring semester.

BIOLOGY 260. (4) *Gemborys*
TROPICAL BIOLOGY. A consideration of the biology of plants and animals, including man, living in a tropical environment. Special emphasis will be given to the study of the structure and function of a typical coral reef and to the study of the ecology, physiology, and taxonomy of other locally important marine forms. Laboratory included. Course presented on the Hampden-Sydney campus and at a tropical marine biology laboratory. Prerequisite: permission of the instructor. Offered: spring short term on sufficient demand.

BIOLOGY 270. (4) *Gemborys*
ECOSYSTEMS OF THE MIDATLANTIC AND NORTHEASTERN UNITED STATES. A survey of the significant vegetation types of the Eastern United States, ranging from the Longleaf Pine Forests of Virginia to the Alpine Tundra Formations of New Hampshire. Consideration will also be given to the effects of climatic, geologic, and edaphic influences on the development of these ecosystems. Quantitative methods of vegetation sampling and statistical techniques will be employed. Laboratory included. Duration: 3 weeks. Prerequisite: none. Offered: spring short term on sufficient demand.

BIOLOGY 311. (4) *Turney*
GENETICS. Principles of heredity and variation as developed from the morphological, physiological, and biochemical levels of gene action. Three lectures and one laboratory per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester.

BIOLOGY 314. (3) *Shear*
EVOLUTIONARY THEORY. An introduction to evolutionary thinking and the modern synthetic theory. Mathematical models of population phenomena will be derived and tested through problem-solving. The process of speciation will be examined, and basic biogeographical principles will be studied. Some discussion of the history of evolutionary biology and the lives of its major contributors will also take place. Prerequisite: Biology 311; Mathematics 101 recommended. Offered: spring semester of odd years.

BIOLOGY 320. (3) *Crawford*
HISTOLOGY. A study of normal tissues of the vertebrate organism with emphasis on mammalian histology. Routine preparations of the four basic types will be studied in detail. The primary tissue concern is the description of microscopic structure and organization of tissues and organs. Another concern is the functions of tissues as integral components of organs, for it is mainly from function that structure derives meaning. Emphasis will be placed on the fact that understanding of tissue structures depends on a knowledge of the manner in which they differentiate ontogenetically as well as phylogenetically. This course does not include the preparation of slides. Prerequisite: Biology 101 and 102. Offered: spring short term.

BIOLOGY 321. (5) *Crawford*
DEVELOPMENTAL BIOLOGY. Principles of embryology involving physiological, biochemical, and genetic influences on differentiation of cells and tissues with emphasis on the origin of vertebrate organ systems. Three lectures and two laboratories per week. Prerequisites: Biology 101, 102, 151 and 152. Offered: fall semester.

BIOLOGY 322. (5) *Crawford*
COMPARATIVE VERTEBRATE ANATOMY. Comparative functional morphology and evolution of organs and organ systems in chordate animals. Major emphasis is placed on gross anatomy of the mammal. Studies of vertebrate tissues are included. Three lectures and two laboratories per week. Prerequisite: Biology 321 or consent of instructor. Offered: spring semester.

BIOLOGY 331. (4) *Turney*
BIOCHEMISTRY-MOLECULAR BIOLOGY. A structural and functional study of the cell with emphasis on the biochemical and ultrastructural aspects of cell metabolism. Laboratory exercises include problems in protein fingerprinting, enzyme kinetics, enzyme isolation, measurement, electrophoresis, ion-exchange chromatography, and spectrophotometry. Three lectures and one laboratory per week. Prerequisite: Biology 101, 102, 151 and 152; Prerequisite or corequisite: Chemistry 201-202. Offered: fall semester.

BIOLOGY 332. (3) *Turney*
CELL PHYSIOLOGY. A treatment of the major elements of cell physiology including cell growth and division, differentiation, irritability, contractility, active transport and cellular respiration. This course is usually taken in conjunction with Biology 334. Prerequisites: Biology 101, 102, 151 and 152. Offered: spring semester.

BIOLOGY 334. (1) *Turney*
ADVANCED BIOCHEMISTRY. A laboratory course investigating the problems of enzyme purification, intermediary metabolism, and protein synthesis. The exercises involve refinements of the techniques learned in Biology 331 with some additional work utilizing manometric techniques, differential centrifugation, and radioactive tracers. Prerequisite: Biology 331. Offered: spring semester.

BIOLOGY 342. (4) *Gemborys*
PLANT PHYSIOLOGY. A consideration of the fundamental life processes of plants including photosynthesis, water relations, growth regulators, photoperiodic responses, and mineral nutrition. Primary emphasis placed on laboratory work. Two lectures, two laboratories per week. Prerequisites: Biology 101, 102, 151 and 152; Chemistry 101-102, 151-152. Offered: on demand.

BIOLOGY 376. (4) *Gemborys*
MARINE BIOLOGY AND OCEANOGRAPHY. A study of the physical, chemical, and biological characteristics of the world's oceans, shorelines, and estuaries. The laboratory experience is designed to give the student firsthand knowledge of the methods used in studying marine organisms and environments. It will include regular assigned exercises as well as an independent study project. Field trips will be made. Admission by consent of instructor. Prerequisite: Biology 241 or 253. Offered: spring semester of even years.

BIOLOGY 382. (4)

Shear

ANIMAL BEHAVIOR. A survey of the major approaches to the study of animal behavior, especially those which emphasize the adaptiveness of behavior and its evolution. Lecture topics will include structure and physiology of nervous systems, orientation and navigation, relations among and between species, reproductive behavior, conflict resolution, and social behavior. Laboratories will consist of self-paced projects involving a wide variety of animal forms. Prerequisite: Biology 101, 102, 151 and 152. Offered: spring semester of even years.

BIOLOGY 400. (4)

Turney

GENERAL BIOLOGICAL SCIENCE. An integrated approach to molecular, evolutionary, physiological, anatomical, ecological, and homeostatic phenomena of living systems, with some attention to contemporary problems. This course is designed to complete the 8-hour requirement in general biology for all students majoring in biology and, where applicable, in related fields. Open only to seniors; however, juniors may take the course with the chairman's permission. Prerequisites: Biology 101, 102, 151 and 152. Offered: spring semester.

CHEMISTRY

PROFESSORS PORTERFIELD, SMITH, SIPE; VISITING ASSISTANT PROFESSOR PALMER; LECTURER MORRIS

The requirements for a major in Chemistry are:

1. All courses from the techniques track (except honors) and the following courses from the concepts track: 101-102, 201-202, 301-302, and 401-402, plus two chemistry electives, one to be chosen from Group A and one from Group B:
Group A: 311 (Biochemistry), 318 (Medicinal Chemistry), or 485 (Special Topics, 3 hours)
Group B: 322 (Descriptive and Industrial Chemistry), 411 (Advanced Physical Chemistry), or 412 (Advanced Inorganic Chemistry). For a student to receive the American Chemical Society's certified degree, one elective must be Chemistry 412, Advanced Inorganic Chemistry.
2. Satisfactory completion of Mathematics 101-102, Physics 111-112, and Physics 151-152.

CONCEPTS TRACK

CHEMISTRY 101-102. (3-3) *Porterfield, Sipe*

CHEMICAL CONCEPTS. A survey of the basic concepts of physical chemistry as a foundation for systematic study of descriptive chemistry. Some mathematical facility desirable. Prerequisites: none of 101; 101 prerequisite to 102. Corequisites: Chemistry 151 and 152 corequisite to 101 and 102, respectively. Offered: 101 in the fall semester; 102 in the spring semester.

CHEMISTRY 111. (3)

Sipe

CHEMICAL CONCEPTS IN A TECHNOLOGICAL SOCIETY. A topical study of the impact of the chemical practices of our technological culture on our environment, with a concurrent examination of the philosophical basis on which scientific judgments can be soundly formed in societal applications. This course is intended for students with primary interests outside the sciences, and will not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Corequisite: none. Chemistry 151 laboratory may be taken concurrently or in a later semester if desired. Offered: spring semester if staff permits.

CHEMISTRY 201-202. (3-3)

Smith

ORGANIC CHEMISTRY. An integrated study of the aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and conformational analysis. Prerequisites: Chemistry 101-102. Corequisite: Chemistry 251-252. Offered: 201 in the fall semester; 202 in the spring semester.

CHEMISTRY 301-302. (3-3)

Sipe

PHYSICAL CHEMISTRY. The principles of chemical thermodynamics, electrochemistry, introductory quantum mechanics, statistical mechanics, and kinetics are developed and used to explain selected chemical phenomena. Prerequisites: for Chemistry 301, Chemistry 102, Mathematics 102. Corequisite: Physics 111. For Chemistry 302, Chemistry 301 is prerequisite. Offered: 301 in the fall semester, 302 in the spring semester.

CHEMISTRY 311. (3)

Smith

BIOCHEMISTRY. An introductory survey. Emphasis is placed upon the application of basic principles of chemical structure, conformational analysis, mechanism, and dynamics to molecules and reactions of importance in living systems. The principal focus is at the molecular level. Proteins are covered extensively, and attention is also given to carbohydrates, lipids, and nucleic acids. The major catabolic pathways are covered in detail. Prerequisite: Chemistry 202 or consent of instructor. Offered: fall semester.

CHEMISTRY 318. (3)

Smith

MEDICINAL CHEMISTRY. A study of pharmacologically active compounds with emphasis on chemical structure, mode of action, and the relationships of these factors to therapeutic effects in humans. Some attention is given to the rational design and pharmacological evaluation of potential medicinals but syn-

thesis routes are not covered. The major classes of drugs discussed are: various central and autonomic nervous system agents, cardiovascular agents, diuretics, antibiotics, and antineoplastic agents. Prerequisites: Chemistry 202 and Biology 103, or consent of the instructor. Offered: spring semester.

CHEMISTRY 322. (3) *Porterfield*
DESCRIPTIVE AND INDUSTRIAL INORGANIC CHEMISTRY. A survey of the chemistry of the elements: their natural occurrence, extractive methods, laboratory reactions and uses, and commercial and industrial uses with some economic interpretation of the latter. Some attention will be given to the abundance and exhaustion of resources, and to ways in which current and future chemical research can alleviate expected scarcities. Prerequisites: Chemistry 101-102. Offered: fall semester.

CHEMISTRY 401-402. (3-3) *Staff*
CHEMICAL INSTRUMENTATION AND ANALYSIS. Principles of instrumental chemical analysis. Topics include: basic concepts of electronics, spectroscopic, electrochemical, mass spectrometric, radiochemical, optical, chromatographic, x-ray, and hydrodynamic methods of analysis. Prerequisites: Chemistry 302 or consent of the instructor. Offered: 401 in the fall semester; 402 in the spring semester.

CHEMISTRY 411. (3) *Sipe*
PHYSICAL CHEMISTRY III. Theory of molecular structure determination by dispersive and absorptive applications of electromagnetic radiation. Application of advanced theoretical calculations of molecular electronic structure. Prerequisite: Chemistry 302 or consent of the instructor. Offered: fall semester on sufficient demand.

CHEMISTRY 412. (3) *Porterfield*
ADVANCED INORGANIC CHEMISTRY. Basic theoretical concepts of inorganic chemistry as applied to the principles of inorganic synthesis, and introductory organometallic and bioinorganic topics. Prerequisite: Chemistry 301 or consent of the instructor. Corequisite: Chemistry 302. Offered: spring semester.

TECHNIQUES TRACK

CHEMISTRY 151-152. (1-1) *Staff*
TECHNIQUES OF CHEMISTRY. A series of four open-ended projects that require independent use of library and laboratory facilities, including quantitative analysis. Breakage deposit: \$20.00. Prerequisites: None for 151. 151

is prerequisite to 152. Corequisites: Chemistry 101 or 111 for 151, Chemistry 102 for 152. Offered: 151 in the fall semester; 152 in the spring semester.

CHEMISTRY 251-252. (1-1) *Staff*
ANALYTICAL-ORGANIC TECHNIQUES. A series of individualized laboratory projects and related studies designed to continue the student's growth as an independent scientific investigator. The focus is on the design of experiments and interpretation of results. Projects and techniques are drawn largely from analytical and organic chemistry areas. The design of synthesis procedures and separation schemes is emphasized. Attention is given to analysis by potentiometric titration, vapor phase chromatography, and such spectroscopic techniques as infrared, ultraviolet-visible, mass, and proton magnetic resonance. Breakage deposit: \$20.00. Prerequisites: Chemistry 102, 152. Corequisites: Chemistry 201-202. Offered: 251 in the fall semester; 252 in the spring semester.

CHEMISTRY 351-352. (2-2) *Staff*
ADVANCED LABORATORY I. Individual one-semester projects are drawn from the fields of analytical, inorganic, organic, and physical chemistry. Projects involve advanced synthetic techniques in organic and in inorganic chemistry, chemical analysis and structure determination by instrumental methods, computer acquisition and reduction of data. Projects include literature searches and journal-style research reports. Weekly seminars include several speakers from regional academic and research organizations. Each student gives at least one research seminar per semester. Chemistry 351-352, 451-452 form a four-semester sequence in which students work one semester with each of the four members of the faculty. Breakage deposit: \$20.00. Prerequisites: Chemistry 252 for 351; Chemistry 351 for 352, or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

CHEMISTRY 385. (1) *Staff*
INTRODUCTION TO HONORS RESEARCH. The preparation of a detailed proposal of honors research, based on a thorough literature search, in consultation with the professor who will supervise the honors research project in Chemistry 461-462. Prerequisite: Chemistry 351 and consent of the instructor. Corequisite: Chemistry 352. Offered: on demand.

CHEMISTRY 451-452. (2-2) *Staff*
ADVANCED LABORATORY II. The projects in Advanced Laboratory II are designed to

require more student ingenuity than those in Advanced Laboratory I. Projects are drawn from the same fields of chemistry as are those in Advanced Laboratory I. Breakage deposit: \$20.00. Prerequisite: Chemistry 352. Corequisite: Chemistry 401. Offered: 451 in the fall semester; 452 in the spring semester.

CHEMISTRY 461. (3) *Staff*
HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 385, conducted in close consultation with a supervising professor, and ordinarily continuing in Chemistry 462. Prerequisite: Chemistry 352, Chemistry 385, and consent of the instructor. Offered: on demand.

CHEMISTRY 462. (3) *Staff*
HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 385, initiated in Chemistry 461, and completed in close consultation with a supervising professor. Prerequisite: Chemistry 461 and consent of the instructor. Offered: on demand.

CLASSICS

**PROFESSOR EMERITUS THOMPSON;
ASSOCIATE PROFESSORS ARIETI,
BRINKLEY^S, TUCKER: VISITING ASSISTANT PROFESSOR WILLIAMS**

The requirements for a major in Greek are at least 18 hours in Greek above the elementary level, of which 12 hours must be in courses at the 300 level or above; Philosophy 301; History 301, 302; Fine Arts 201. The requirements for a major in Latin are at least 18 hours in Latin above the elementary level, of which 12 hours must be in courses at the 300 level or above; Philosophy 301; History 301, 302; Fine Arts 201.

A concentration in Greek and Latin will require at least 12 hours in each language, including six hours in one at the 300 level or above; Philosophy 301; Fine Arts 201; History 301, 302.

The requirements for a major in Classical Studies are at least 6 hours of Greek or Latin above the elementary level and 24 hours to be selected from the following: courses in the Greek and Latin languages and in Classical Studies; Philosophy 301; History 301, 302; Fine Arts 201. None of the thirty hours taken to satisfy the requirements for this major may be used in the Humanities portion of the distribution requirements.

GREEK

GREEK 101-102. (0-6) *Tucker*
ELEMENTARY GREEK. This course advances the student rapidly into the reading of classical and New Testament Greek texts by combining a uniquely ordered study of forms, vocabulary, and syntax with carefully chosen illustrative reading material, which consists almost entirely of authentic passages from ancient texts. Considerable attention is given to

developing a sound appreciation of Greek cultural values by exhaustive study of significant vocabulary. Emphasis is given to the development of the student's command of English grammar, diction, and vocabulary by comparative and contrastive exercises. Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

GREEK 201-202. (3-3) *Staff*
INTERMEDIATE GREEK. Reading and analysis of selections from Greek prose and verse, and a continuing study of grammar and vocabulary. Prerequisite: Greek 101-102. Offered: 201 in the fall semester; 202 in the spring semester.

GREEK 301. (3) *Brinkley*
THE GREEK NEW TESTAMENT. Passages from the Synoptic Gospels and *Acts* are read, and a survey of the peculiarities of *koine* Greek is made. Attention will be given to textual problems, especially those which have theological implications. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 302. (3) *Brinkley*
GREEK DRAMA. Representative plays of Aeschylus, Sophocles, Euripides, or Aristophanes will be read and discussed as dramatic pieces and in their relation to the origin of tragedy and comedy and the development of the theatre. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 303-304. (3-3) *Brinkley*
GREEK HISTORIANS. Selections from the major historians will be read, with emphasis on developing the student's capacity to read Greek prose and on his appreciation of the writers' contributions to Western historiography. Some parallel reading in English is required. Prerequisites: Greek 201-202. It is further suggested that the student have had or be enrolled in History 301. Offered: on sufficient demand.

GREEK 305-308. (3 each semester) *Staff*
ADVANCED GREEK. The reading and discussion of selected works of Greek literature, chosen according to the needs of the class. Among authors that may be selected are Homer, Plato, Plutarch, Lucian, and the Athenian orators. Prerequisites: Greek 201-202. Offered: on sufficient demand.

LATIN

LATIN 101-102. (0-6) *Staff*
INTRODUCTION TO LATIN. This course is designed for students with no previous experience.

rience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical authors. Considerable emphasis is placed on expanding the student's vocabulary and grasp of language structure. Offered: 101 in the fall semester; 102 in the spring semester.

LATIN 201-202. (3-3) *Staff*
INTERMEDIATE LATIN. Reading and analysis of selections from Latin prose and verse, and a continuing study of grammar and vocabulary. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

LATIN 301-302. (3-3) *Arieti*
MASTERPIECES OF LATIN LITERATURE. A survey of Latin literature of the Republic and the Empire. Prerequisite for 301: Latin 201-202 or equivalent. Prerequisite for 302: 301. Offered: 301 in the fall semester; 302 in the spring semester.

LATIN 401-408. (3 each semester) *Staff*
ADVANCED READINGS IN LATIN LITERATURE. The courses will be devoted to intensive study of individual authors such as Lucretius, Tacitus, Livy, Ovid, Horace, or to literary genres such as Roman satire, elegiac poetry, epistolography, history. Prerequisite: Latin 301-302 or equivalent. Offered: on sufficient demand.

LATIN 411. (3) *Brinkley*
LATIN COMPOSITION AND GRAMMAR. Prerequisites: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

LATIN 412. (3) *Thompson*
LATIN PALAEOGRAPHY. Prerequisite: Latin 301-302 or equivalent, or permission of the instructor. Offered: on sufficient demand.

CLASSICAL STUDIES

Courses offered under the rubric of Classical Studies require no knowledge of Latin or Greek.

CLASSICAL STUDIES 201. (3) *Thompson*
ENGLISH ETYMOLOGY. A study of English words as derived from the classical languages. The purpose of the course is to broaden the student's vocabulary through a study of the historical development of an important element of the English language. No prior knowledge of Greek or Latin is presumed. Not open to freshmen. Offered: each semester.

CLASSICAL STUDIES 202. (3) *Brinkley*
CLASSICAL MYTHOLOGY. A comprehensive survey of Greco-Roman mythology, with the aim of providing the student with a working knowledge of a significant element in Western culture and its creative achievements. Readings and lectures cover both the content of the mythology and its linguistic, archaeological, and anthropological significance. Offered: spring semester.

CLASSICAL STUDIES 203. (3) *Tucker*
GREEK LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Greek literature. Literary themes and techniques will be considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required. Offered: fall semester.

CLASSICAL STUDIES 204. (3) *Tucker*
LATIN LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Latin literature. Literary themes and techniques will be considered as well as the influence of Latin writings on later literature. No knowledge of Latin is required. Offered: spring semester.

HISTORY 301. (3) *Arieti*
GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and will not satisfy any of the language requirements. It carries credit toward a History major. Offered: fall semester.

HISTORY 302. (3) *Brinkley*
ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. Special attention is given to the development of the Roman civil law and the origin of basic Western legal concepts. This course does not assume a knowledge of Latin and will not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester.

LINGUISTICS 301. (3) *Brinkley*
DESCRIPTIVE LINGUISTICS. An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing

analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 302. (3) *Brinkley*
HISTORICAL LINGUISTICS. Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 341. Offered: on sufficient demand.

ECONOMICS

ASSOCIATE PROFESSOR HENDLEY; ASSISTANT PROFESSORS ANGRESANO, GIBSON, TOWNSEND; LECTURERS STERN, GAMBONE

The requirements for all Economics majors are 27 hours in Economics, to include Economics 301 and 303, and Mathematics 103 and 104. Beyond those specific courses, the student has a choice between a concentration in General Economics, taking Economics 401 and 402 (or, in certain cases, 495), or a concentration in Management Economics, taking Economics 421 and 422. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

ECONOMICS 101. (3) *Staff*
INTRODUCTION TO ECONOMICS. A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

ECONOMICS 103. (3) *Townsend*
MONEY AND BANKING. Analysis of the fractional reserve banking system, its place in financial markets, and the American economy. The Federal Reserve System and its relation to the banking system are analyzed. Monetary and fiscal policy are examined in the light of Keynesian and Monetarist monetary theory. Prerequisite: Economics 101. Offered: each semester.

ECONOMICS 201. (3) *Angresano*
COMPARATIVE ECONOMIC SYSTEMS. An examination of the major economic systems with emphasis on implications for resource allocation, income distribution, and economic growth. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 205. (3) *Angresano*
HISTORY OF ECONOMIC THOUGHT. A survey of the development of economics from mercantilism through marginalism. Emphasis will be on the works of the central figures in the evolution of the discipline, including Smith, Ricardo, Mill, Marx, and Marshall. Prerequisite: Economics 101. Offered: fall semester of odd years.

ECONOMICS 206. (3) *Townsend*
TOPICS IN HISTORY OF ECONOMIC THOUGHT. This course explores methodological and topical subjects in the history of economics. Prerequisites: Economics 101 and junior standing or permission of the instructor. Offered: on sufficient demand.

ECONOMICS 208. (3) *Hendley*
PUBLIC FINANCE. An analysis of the process of government decision-making as related to resource allocation and of the effects of governmental budgetary decisions, particularly tax decisions, on individual and business choices. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 209. (3) *Hendley*
TOPICS IN POLITICAL ECONOMY. An adaptation and application of fundamental economic concepts to the analysis of problems such as poverty, education, crime, and professional sports. The topics considered vary from year to year. Prerequisite: Economics 101. Offered: fall semester of odd years.

ECONOMICS 210. (3) *Angresano*
ECONOMIC DEVELOPMENT. A study of fact, theory, and policy in underdeveloped economies. Problems of capital formation, population, agriculture, international trade, foreign aid, etc. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 212. (3) *Townsend*
ENVIRONMENTAL ECONOMICS. This course examines the economic determinants of environmental change and analyzes the principal remedies proposed for the problems of pollution and environmental degradation. The objective is to give the student an understanding of, and an ability to apply, the fundamental economic concepts relevant to questions of the environment. Case studies will be used to illustrate, and will require use of, the concepts of public goods, externalities, benefit-cost analysis, and government regulation. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 213. (3) *Hendley*
ECONOMICS OF THE LAW. Application of economic analysis to the civil law, with primary emphasis upon the common law of property, torts, and contracts. Examination of the effects of legal institutions and precedents on economic choices and study of the economic logic of law. Prerequisite: Economics 101. Offered: fall semester of even years.

ECONOMICS 214. (3) *Gambone*
INTRODUCTION TO INDUSTRIAL ORGANIZATION AND THE ECONOMICS OF ANTI-TRUST. An examination of the structure, conduct, and performance of different industries, and an analysis of government anti-trust policies designed to alter or maintain existing market structures. Prerequisite: Economics 101. Offered: spring semester of even years.

ECONOMICS 220. (3) *Stern*
CORPORATION FINANCE. The financial organization and management of a business corporation. The course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Prerequisite: Economics 101; students are encouraged, but not required, to have taken Economics 221 or equivalent course. Offered: fall semester.

ECONOMICS 221. (3) *Gibson*
MANAGEMENT ACCOUNTING AND ANALYSIS. Study of the sources, organization, and uses of data generated by double-entry accounting. Emphasis will be placed on managerial accounting techniques. Prerequisites: Economics 101 and sophomore standing. Offered: fall semester.

ECONOMICS 222. (3) *Gibson*
NATURE, MANAGEMENT, AND ENVIRONMENT OF BUSINESS. The role of business in society and the functions of business are considered within the framework of the social system. Prerequisites: Economics 101 and sophomore standing. Offered: spring semester.

ECONOMICS 260. (3) *Angresano*
INTERNATIONAL ECONOMICS. Examination of the basis of international trade, the balance of international payments and adjustment mechanisms. Application of the theory to current problems of international payments and trade. Prerequisite: Economics 101. Offered: fall semester of even years.

ECONOMICS 301. (3) *Townsend*
MICROECONOMIC THEORY. A study of the theory of consumer behavior, production, and

pricing; comparison of resource allocation in competitive and noncompetitive markets. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 303. (3) *Angresano*
MACROECONOMIC THEORY. Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 306. (3) *Gambone*
ELEMENTS OF ECONOMETRICS. A study of the application of statistical analysis to economic problems with a review of basic statistical techniques followed by extensive reading of empirical work in economic literature. Prerequisites: Economics 101 and Mathematics 103. Offered: spring semester of odd years.

ECONOMICS 308. (3) *Townsend*
MATHEMATICAL ECONOMICS. Exposition of the mathematical structure of economic theories with particular attention to static and comparative static analysis, game theory, and unconstrained and constrained optimization models. Prerequisites: Economics 301 and Mathematics 101. Offered: spring semester of even years.

ECONOMICS 401. (3) *Townsend*
SEMINAR IN INTERMEDIATE ECONOMIC THEORY. Applications and extension of intermediate economic theory, both macro and micro. Prerequisites: Economics 301 and 303. Offered: fall semester.

ECONOMICS 402. (3) *Hendley*
SEMINAR IN PUBLIC POLICY ANALYSIS. A seminar designed primarily for seniors concentrating in General Economics and intended to explore the application of economic analysis to a variety of public-policy issues. Prerequisites: Economics 301 and 401 or permission of the instructor. Offered: spring semester.

ECONOMICS 421. (3) *Gibson*
MANAGERIAL ECONOMICS. Application of microeconomic decision tools to managerial problems of the firm. The class time will be divided between a discussion of tools to be used and application of those tools. Prerequisite: Economics 301. Offered: fall semester.

ECONOMICS 422. (3) *Gibson*
SEMINAR IN BUSINESS PROBLEMS. The purpose of this course is to integrate the student's knowledge of the business system. Discussion of problems, independent investigation,

and communication of conclusions by the student are emphasized. Prerequisites: Economics 221, 222, and senior standing or permission of the instructor. Offered: spring semester.

CONCENTRATION IN ECONOMICS WITH MATHEMATICS

The Departments of Economics and Mathematics offer a concentration in Economics with Mathematics for students interested primarily in the quantitative aspects of Economics. The concentration consists of the following courses: ECONOMICS 101.

ECONOMICS 301, 303.

ECONOMICS 306, 308.

Two elective courses in Economics.

MATHEMATICS 101, 102, 103.

MATHEMATICS 201, 202.

COMPUTER SCIENCE 221.

With the permission of the two departments, a student may substitute within the same discipline for the above courses. A substitution must, however, be consistent with the concentration's objective of a tightly integrated program grounding the student in the mathematical concepts most widely used in Economics, and exploring the areas of Economics best illustrating the application of quantitative techniques.

ENGLISH

PROFESSORS CRAWLEY, SIMPSON; ADJUNCT PROFESSOR BUNTING; ASSOCIATE PROFESSORS BAGBY,* MARTIN, SAUNDERS; VISITING ASSISTANT PROFESSOR CABAS; LECTURER O'GRADY

The requirements for a major in English are 30 hours of English courses, including two semesters each of history of English literature, Shakespeare, and American literature; a genre course; a single-author course other than Shakespeare; at least one course in British history. Beyond 201-202, only one course at the 202 level may be applied to the major. At least one course in philosophy and at least two semesters in foreign languages beyond the proficiency requirements are recommended. English courses taken at other institutions and presented for major credit must be approved in writing by the department of English; for current students this approval must be secured in advance, and for transfer and former students it must be secured at entrance.

ENGLISH 201-202. (3-3) *Staff*
THE HISTORY OF ENGLISH LITERATURE. The first semester surveys major authors, works, and literary types from the beginnings through the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including

Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

ENGLISH 203. (3) *Crawley*
EPIC WRITING IN ENGLISH AND AMERICAN LITERATURE. This study of the epic tradition in English and American literature begins with backward glances at *Beowulf* and *The Faerie Queene* and then proceeds to a careful consideration of Shakespeare's history plays (*Richard II*; *Henry IV, I and II*; *Henry V*; *Richard III*), Milton's *Paradise Lost* and *Paradise Regained* (selected passages), Fielding's *Tom Jones*, Pope's *Rape of the Lock*, Melville's *Moby-Dick*, and Whitman's *Leaves of Grass* (selected passages). Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 204. (3) *Bagby*
AMERICAN NATURE WRITING. This course is a study of selected American works which deal with the relationship between man and the natural world. It is an examination of American attitudes toward the uses of nature—as a source of delight, of ethical wisdom, and of revelation in some larger sense—and the methods by which the individual can prepare himself to receive such benefits. Authors to be considered include Cooper, Emerson, Whitman, Thoreau, Frost, Hemingway, and Faulkner. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 205. (3) *Martin*
UTOPIAN LITERATURE. This study of representative accounts of ideal societies and the perfection of man begins with Plato's *Republic* and More's *Utopia* as bases; other readings include works from the classical era to the present, with concentration on American and British literature of the nineteenth and twentieth centuries. Authors to be considered include Howells, Butler, Bellamy, Huxley, and Orwell. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 206. (3) *Martin*
LITERATURE AND YOUTH. This is a study of the *Bildungsroman*, a type of novel recounting the youth and young manhood of a character attempting to learn the nature of the world, discover its meaning and pattern, and acquire a philosophy of life. Readings include works by Joyce, Wolfe, Ellison, Hemingway, Updike, Conrad, and others. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 209. (3) *Simpson*
THE SHORT NOVEL. This course will include British, American, and South American authors and works. Students will read about fifteen short novels, by such authors as Henry James, William Faulkner, Katherine Ann Porter, and Philip Roth or Saul Bellow; Leo Tolstoy, Franz Kafka, Thomas Mann, and Fyodor Dostoevsky; Joseph Conrad and perhaps R. L. Stevenson, E. M. Forster, D. H. Lawrence, and Doris Lessing; and Gabriel García Márquez. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 210. (3) *Bagby*
INTRODUCTION TO AFRO-AMERICAN LITERATURE. The works of major black American authors are treated historically and critically, with the aim of understanding what "the American experience" has meant to Afro-Americans. Poetry (from Dunbar to Don L. Lee) and fiction (from Toomer to Baldwin) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X). Prerequisite: none. Offered: spring semester of even years.

ENGLISH 212. (3) *O'Grady*
THE ART OF THE ESSAY. This is a workshop in the craft of modern essay writing. Students will examine classic and experimental essays for technique and content. Emphasis will be placed on individual style, but imitation of selected works will be encouraged. Prerequisites: Rhetoric 101-102 and consent of the instructor. Offered: on sufficient demand.

ENGLISH 331. (3) *Crawley*
AMERICAN LITERATURE TO 1865. This is a general study of American literature from colonial times through the Civil War. While attention is given to the milieu, continuity, and development of our literature, the emphasis is upon major figures: Poe, Hawthorne, Melville, Emerson, and Thoreau. Appropriate critical approaches other than the historical are utilized in considering the key works of these authors. Prerequisite: none. Offered: fall semester.

ENGLISH 332. (3) *Crawley*
AMERICAN LITERATURE SINCE 1865. This is a continuation of English 331, covering the period from the Civil War to the present. Again, attention is given to the milieu, continuity, and development of our literature, with emphasis upon the following major figures: Whitman, Dickinson, Twain, Henry James, Crane, Dreiser, Frost, Eliot, and Faulkner.

Appropriate critical approaches other than the historical are utilized in considering the key works of these authors. Prerequisite: none. Offered: spring semester.

ENGLISH 341. (3) *Brinkley*
HISTORY OF THE ENGLISH LANGUAGE. This is a general introduction to the English language as modern linguistics defines and describes the evolutionary forces that have determined its sound- and form-systems, syntax, and vocabulary. Considerable attention is paid to identifying the diagnostic features of the various phases in the development of the language, to the social and other non-linguistic factors in language development, and to the peculiar history of American English and its dialects. Prerequisite: none, but English 201-202 is strongly recommended. Offered: fall semester of odd years.

SEE ALSO Classical Studies 201, English Etymology; and Linguistics 301 and 302, Descriptive and Historical Linguistics.

ENGLISH 352. (3) *Martin*
MEDIEVAL ENGLISH LITERATURE. This is a study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors and works, important literary genres, and characteristic human values of the English middle ages. Readings will be in modern translation; knowledge of Old English and Middle English languages is not required. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 355. (3) *Bagby*
POETRY OF THE ENGLISH RENAISSANCE. A survey of non-dramatic poetry (exclusive of Milton) from the middle of the sixteenth century to the Restoration, concentrating on Sidney, Spenser, the major "metaphysical" poets, and Ben Jonson, but including some lesser writers as well. The course studies these poets in their historical and intellectual settings and considers also the new forces which led to renaissance in English poetry. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 361. (3) *Saunders*
THE AUGUSTAN AGE. This course is a critical study of the major writers of the eighteenth century, particularly Pope and Swift, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic era. There is a concentration on satire, but with some attention to the novel, lyric poetry, and miscellaneous prose.

Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 363. (3) *Simpson*
ENGLISH NOVEL. The English novel is studied from its inception with Defoe and Richardson in the eighteenth century to the end of the nineteenth century. Major novelists to be read include Austen, the Brontë sisters, Dickens, Thackeray, and Hardy. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 365. (3) *Staff*
THE ENGLISH ROMANTICS. The six major Romantics — Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats — are read critically. Primary emphasis is on the poetic vision of each writer, with some attention also to the continuing struggle of "the Romantic imagination." Prerequisite: none. Offered: fall semester of even years.

ENGLISH 367. (3) *Saunders*
VICTORIAN LITERATURE. This course will concentrate on the major Victorian poets — Browning, Tennyson, and Arnold — and sample the minor ones. It will examine the prose writings of Carlyle, Darwin, Mill, and Arnold; and it will peek into the prose fiction of at least one significant Victorian novelist — probably Dickens. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 372. (3) *Simpson*
MODERN BRITISH AND AMERICAN NOVEL. Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 374. (3) *Bagby*
MODERN BRITISH AND AMERICAN POETRY. This is a critical study of major poets of the twentieth century, such as Yeats, Pound, Eliot, Frost, Williams, Stevens, and Hughes; it is intended less as an historical overview than as a close examination of the poetic worlds of the individual writers. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 376. (3) *Simpson*
MODERN DRAMA. American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, García Lorca, Brecht, Tennessee Williams, and Arthur Miller. Prerequisite: none. Offered: spring semester of even

years.

ENGLISH 381. (3) *Martin*
ENGLISH DRAMA. This is a survey of English drama, exclusive of Shakespeare. The nature and origins of drama as a literary genre are studied, with attention to the characteristics of tragedy, comedy, and other types. Readings include representative plays from the medieval, Renaissance, Restoration, neoclassical, Romantic, and Victorian periods. Prerequisites: none. Offered: spring semester of even years.

ENGLISH 384. (3) *Simpson*
THE SHORT STORY. Readings are drawn from American, British, and European short stories, and from criticism and the theory of fiction. Authors might include Poe, Hawthorne, James, Twain, O. Henry, Lardner, Hemingway, and Faulkner; R. L. Stevenson, Saki, Maugham, Mansfield, D. H. Lawrence, and Graham Greene; Maupassant, Chekhov, Pushkin, Balzac, Tolstoy, Kafka, and Thomas Mann. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 391. (3) *Martin*
LITERATURE OF WAR. Major literary works concerning war are studied, with special attention to the ways in which war has occasioned great literature and to such recurring themes as suffering and heroism. Reading is concentrated in works of the nineteenth and twentieth centuries, but includes works of ancient, medieval, and Renaissance periods. Emphasis is on novels of Crane, Hemingway, Mailer, Greene, Heller, Vonnegut. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 400. (3) *Martin*
CHAUCE. *The Canterbury Tales*, *Troilus and Criseyde*, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required. Prerequisite: none. Offered: spring semester of even years.

ENGLISH 403-404. (3-3) *Crawley, Simpson*
SHAKESPEARE. The early comedies, histories, and tragedies, the sonnets, *Venus and Adonis*, and *The Rape of Lucrece* are treated in first semester. The later histories, the "problem plays," the great tragedies, and the romances are read in second semester. Both courses stress the development of Shakespeare as a literary artist. Prerequisite: none. Offered: 403 in the fall semester; 404 in the spring semester.

ENGLISH 407. (3) *Crawley*
MILTON. This is a study of all of Milton's poetry, with emphasis upon *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes* as a trilogy. Milton's life and his prose are considered insofar as they contribute to an understanding of his thought and poetic achievement. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 411. (3) *Martin*
HEMINGWAY. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but emphasis is on the fiction, not the life. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 414. (3) *Simpson*
FAULKNER SEMINAR. An early novel, the four great novels of his "second period," several significant short stories, and a number of articles and poems are among the readings from Faulkner's work intended to display his diverse talents, multiple themes, and innovative techniques. Prerequisite: Consent of instructor. Offered: spring semester of odd years.

ENGLISH 420. (3) *Crawley*
LITERARY CRITICISM. This is a study of critical theories from Aristotle to the present, especially of modern trends in criticism, and an introduction to the practice of critical techniques. An attempt is made to arrive at a reasonably comprehensive and synthesizing view of our literary heritage, both English and American. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 431. (3) *O'Grady*
INTRODUCTORY CREATIVE WRITING. This is a workshop in the craft of writing poetry and short fiction. The general approach will be to examine selected short works as models and to present copies of student writing to the class for discussion and criticism. Prerequisite: consent of the instructor. Offered: fall semester.

ENGLISH 432. (3) *O'Grady*
ADVANCED CREATIVE WRITING. This is a continuation of English 431 with greater emphasis placed on developing an individual style in a specific genre. This workshop will also focus on writing poetry and short fiction. Prerequisite: consent of the instructor. Offered: spring semester.

FINE ARTS

**PROFESSOR EMERITUS THOMPSON;
ASSOCIATE PROFESSORS COY, KIDD**

FINE ARTS 103. (3) *Kidd*
INTRODUCTION TO MUSIC LITERATURE. This course examines music in its historical and cultural context through readings, guided listening, audio-visual materials, and lecture demonstrations. No special musical knowledge or ability is required. The course is open to all students. Prerequisite: none. Offered: fall semester.

FINE ARTS 201-202. (3-3) *Thompson*
THE HISTORY OF THE FINE ARTS. This course is designed to promote the enjoyment of the fine arts — painting, architecture, and sculpture. A knowledge of ancient, medieval, and modern history and of ancient and modern languages is useful as background information but is not a requirement. 202 includes a spring trip to the Washington galleries. Not open to freshmen. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

FINE ARTS 206. (3) *Thompson*
WESTERN ART OF THE 19TH AND 20TH CENTURIES. The painting, sculpture, and architecture of Europe and the Americas in the modern age. Not open to freshmen. Prerequisite: Fine Arts 202 or equivalent. Offered: on sufficient demand.

FINE ARTS 207. (3) *Coy*
INTRODUCTION TO DRAMA. This course is designed for students interested in understanding plays in the context of an actual performance. Previous theatrical experience is therefore very desirable. Plays to be read will be drawn from various periods and types. Scenes and perhaps even entire plays will be performed, with instruction in the basic elements of play production, but emphasis will fall on interpretation rather than mechanics or technique. Prerequisite: none. Offered: on sufficient demand.

FINE ARTS 211-212. (3-3) *Kidd*
MATERIALS, TECHNIQUES, AND STRUCTURE OF MUSIC. These courses are designed to aid in the understanding of the fundamentals of music as well as in developing elementary analytical skills followed by application through synthesis (writing and arranging). Among topics to be covered: fundamentals, harmonic functions, counterpoint, small-musical

forms, compound forms, sight-reading, keyboard, melodic-rhythmic dictation, and score study. Fine Arts 212 is an advanced continuation of 211. Prerequisite: Fine Arts 103 or permission of the instructor.

FINE ARTS 302. (3) *Kidd*
TOPICS IN MUSIC HISTORY. This course will go into considerable depth in the selected topic(s) for the particular semester, i.e., song, instrumental music, choral music, opera, musical theatre, jazz, etc. The study will be analytical (aural and visual) with some individual research and analysis and several written reports of observations and findings. Prerequisite: Fine Arts 103 and 211 or permission of instructor.

FINE ARTS 321. (3) *Coy*
THEORY AND PRACTICE OF THEATRE. The first half of the course will concentrate on the theory and practice of the most central of all theatre activities, acting, with specific study of the works of Stanislavsky and Brecht. The remainder of the course will, according to the interests of individual students, offer opportunities for studying the theory and practice of directing, (more) acting, lighting, set design, theatre design and playwriting. Prerequisite: Fine Arts 207 or consent of the instructor.

HISTORY

PROFESSOR EMERITUS BLISS; PROFESSORS HEINEMANN*, LAINE, SIMMS; ASSOCIATE PROFESSOR FITCH; VISITING ASSISTANT PROFESSOR BOWMAN; LECTURER PILKINGTON

The requirements for a major in History are 33 hours in history courses, including History 101-102 and 500. Of the remaining 24 hours, 9 must be in the field of United States history and 9 in any field outside United States history. In addition, any one course (3 hours) in each of the fields of Political Science, Economics, and Philosophy is required.

All 300 and 400 level courses are open only to juniors and seniors or with the consent of the instructor.

Students are encouraged to develop individualized majors in consultation with a member of the History department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines.

HISTORY 101-102. (3-3) *Bowman, Laine, Simms*
WESTERN CIVILIZATION. The study of Western civilization from the Renaissance and Reformation to the present century, with emphasis on those movements and institutions which have determined the form of the contemporary Western World. Students majoring in history must take this course no later than

their junior year. It is a natural sequel to Western Man 101-102. Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

HISTORY 111-112. (3-3) *Bowman, Fitch*
UNITED STATES. The first semester is confined to the period from the establishment of the colonies to the close of the Civil War, with emphasis on the period following 1763, especially the years 1830-1860. The second semester begins with Reconstruction and goes through World War II with emphasis on the rise of progressivism and the New Deal. If time permits, developments in the post-war period will be considered. Prerequisite: none. Offered: 111 in the fall semester; 112 in the spring semester.

HISTORY 113. (3) *Heinemann*
FRESHMAN SEMINAR IN AMERICAN HISTORY. A seminar investigating a selected topic in American history, utilizing readings, student papers, and class discussions. Open to freshmen only. Prerequisite: none. Not offered 1982-83.

HISTORY 201-202. (3-3) *Laine*
ENGLAND AND THE BRITISH EMPIRE. The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Britain's relations with the rest of the world, and to the rise and decline of her empire. The second semester begins with the Restoration in 1660. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

HISTORY 203-204. (3-3) *Simms*
RUSSIA. The first semester covers the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. The second semester carries the story to the present. Prerequisite: Open only to juniors and seniors, or with the permission of the instructor. Offered: 203 in the fall semester; 204 in the spring semester.

HISTORY 205-206. (3-3) *Laine*
THE FAR EAST. The impact of the West on East Asia and the resulting response of Asia to Western invasion. Special emphasis is given to China — the influence of traditional Chinese civilization on surrounding countries, the growth of nationalism in China, the Japanese invasion of China, and the rise of power of the Chinese Communists. Prerequisite: none. Offered: 205 in the fall semester; 206 in the spring semester.

HISTORY 211. (3) *Bliss*
COLONIAL AMERICA. After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the economic, social, and political institutions of colonial America, and to the origins of the Revolution. Prerequisite: none. Offered: fall semester.

HISTORY 212. (3) *Fitch*
THE AGE OF THE AMERICAN REVOLUTION, 1763-1815. A survey which examines the processes which led to the creation of the American Republic. Emphasis is given to the causes of the Revolution and the emergence of American nationalism, the Confederation era, the creating of the Constitution, and the early years of the Republic. Prerequisite: none. Offered: spring semester.

HISTORY 213-214. (3-3) *Heinemann*
CIVIL WAR AND RECONSTRUCTION. The United States from the War of 1812 to the Compromise of 1877. The first semester studies the origins of the Civil War, emphasizing the themes of nationalism and sectionalism, slavery, abolition, and the breakdown of the political system. The second semester investigates the waging of war, with some attention given to military events, and the efforts to restore the Union. Prerequisite: none. Not offered in 1982-83.

HISTORY 215-216. (3-3) *Heinemann*
MODERN AMERICA. The United States from the end of Reconstruction to the present. The first semester (1877-1916) covers the development of America's industrial revolution, its impact on American life, and the responses of Populist and Progressive reformers to the new order. The themes of domestic reform and foreign involvement dominate the second semester, with emphasis on the Twenties, the New Deal, and the Cold War. Prerequisite: none. Not offered in 1982-83.

HISTORY 280. (3) *Heinemann*
CIVIL WAR FIELD TRIP. A study of the tactics and strategy adopted and the influence of terrain in the eastern theater of the Civil War, with special emphasis on the life of the ordinary soldier as well as the characters of the prominent generals. Following some preliminary reading and classroom work, the class will take a ten-day tour of the eastern battlefields, camping out where possible. Prerequisite: none. Not offered in 1982-83.

HISTORY 301. (3) *See Classical Studies.*

HISTORY 302. (3) *See Classical Studies.*

HISTORY 304. (3) *Staff*
MEDIEVAL CIVILIZATION. From the decline of the Roman Empire to the beginnings of the Modern Age. Emphasis is placed on the rise of feudal institutions, the rise of Christianity and the medieval church, the conflict between papal and secular governments, and the beginnings of nationality. Prerequisite: none. Offered: spring semester.

HISTORY 305-306. (3-3)
THE TWENTIETH CENTURY WORLD. The first semester is devoted to the international scene between 1918 and 1945, with emphasis on conditions leading to the outbreak of World War II. The second semester is concerned essentially with the origins of tensions between East and West blocs, with particular emphasis on developments in the Near East, Africa, and Asia. Prerequisite for 305: none. Prerequisite for 306: History 305. Not offered 1982-83.

HISTORY 307. (3) *Staff*
THE AGE OF REVOLUTIONS, 1789-1848. An examination of the upheavals in European political economy, ideology, and culture that ushered in the modern world. Particular attention is given the French and Industrial Revolutions, Napoleonic Europe, the rise of the middle and working classes, and the emergence of new ideologies, including capitalism, liberalism, conservatism, socialism, and nationalism. Prerequisite: none. Open to sophomores, juniors, and seniors. Offered: fall semester.

HISTORY 308. (3) *Staff*
EUROPEAN SOCIETY, 1848-1914. A study of European civilization at its height: material wealth and productivity; social classes and tensions; consolidation of nation states; imperialist expansion and global hegemony; cultural achievements and despair; the road to World War I. Prerequisite: none. Open to sophomores, juniors, and seniors. Offered: spring semester.

HISTORY 313. (3) *Fitch*
UNITED STATES DIPLOMATIC HISTORY. A survey of America's role in foreign affairs from the formation of the republic to the contemporary period. Emphasis will be given to the nature of American interests and the interplay between ideals and self-interests as America experienced the transition from a small

power to great power status. Prerequisite: none. Not offered in 1982.

HISTORY 315-316. (3-3) *Fitch*
AMERICAN INTELLECTUAL HISTORY. This course provides an intensive examination of ideas in America from the colonial era to the present, dividing around the mid-nineteenth century. Emphasis is given to the development of major patterns of thought in America and the impact of these ideas upon institutions and values. Specific topics will be chosen to illustrate the particular configuration of political, social, economic, religious, and philosophical movements in America. Prerequisite: none. Not offered in 1982-83.

HISTORY 317. (3) *Heinemann*
THE AMERICAN SOUTH. A study of the unique features of the Southern past which have distinguished the region from the rest of the nation. Emphasis is given to economic development, the role of race, the role of myth in the making of history, and political leadership. Prerequisite: none. Offered: spring semester of even years.

HISTORY 318. (3) *Heinemann*
BLACK AMERICA. A study of the Negro's contribution to American history and culture, both individually and collectively. Emphasis is given to the institutions of slavery and segregation, black leadership, and the black protest movement. Prerequisite: none. Not offered in 1982-83.

HISTORY 406. (3) *Simms*
STUDIES IN MODERN EUROPEAN HISTORY. This course will deal with special topics in modern European history such as war and revolution, utilizing outside readings, student papers, and class discussion. Permission of instructor required. Offered: spring semester.

HISTORY 407. (3) *Laine*
TUDOR AND STUART BRITAIN. An examination of the rulers and major persons from 1485 to 1714 with emphasis on the establishment of the strong Tudor monarchy and the eventual eclipse of the Stuart monarchy by the social and political groups which came to dominate Parliament. Due consideration is given to the intellectual, religious, economic, and social changes which produced the constitutional development. Prerequisites: History 201-202 or permission of instructor. Not offered in 1982-83.

HISTORY 408. (3) *Laine*
THE AGE OF HUMANISM AND REFORMATION. A study of the decline of characteristic features of medieval civilization and the rise of modern European institutions, with particular attention to intellectual movements from Dante to Erasmus. Emphasis is given to the origin of Luther's revolt, the course of the Reformation in its different forms, and the development of the Counter-Reformation. Prerequisites: open to seniors; juniors with permission of instructor. Not offered in 1982-83.

HISTORY 412. (3) *Heinemann*
STUDIES IN TWENTIETH CENTURY AMERICA. A seminar investigating selected topics in twentieth century American life and politics, utilizing readings, student papers, and class discussions. Open to juniors and seniors. Prerequisite: none. Not offered in 1982-83.

HISTORY 500. (3) *Staff*
SENIOR THESIS. All students majoring in history will be required to write a thesis. An exercise in research and advanced composition, to be written in either semester of the senior year, the thesis will investigate in detail some historical topic of interest to the student. The student will work under the guidance of a member of the History department in selecting, researching, and writing his essay. Prerequisite: none. Offered: each semester.

HUMANITIES

FACULTY OF THE DEPARTMENTS OF CLASSICS, ENGLISH, FINE ARTS, HISTORY, MODERN LANGUAGES, AND PHILOSOPHY

The requirement for the Humanities major, including the distribution requirement in the Humanities division and the foreign language proficiency requirement, is 60 semester hours' work, as follows:

- | | |
|--------------------------------|-------------------|
| a) English | 12 semester hours |
| 200 level and above | |
| b) Foreign Languages | 18 semester hours |
| 200 level and above | |
| in two languages, | |
| one ancient, one modern | |
| c) Philosophy 301-302 | 6 semester hours |
| d) Fine Arts 201-202 or 103 | 6 semester hours |
| or 211-212 or 302 | 9 semester hours |
| e) History | |
| Ancient, 3 semester hours | |
| Medieval, 3 semester hours | |
| Additional, 3 semester hours | |
| f) Advanced English, | 3 semester hours |
| Foreign Language, | |
| Philosophy, or thesis | |
| g) Electives in the Humanities | 6 semester hours |

INTERSCIENCE

FACULTY OF THE DEPARTMENTS OF BIOLOGY, CHEMISTRY, MATHEMATICS, AND PHYSICS

Students may satisfy the requirements for the Interscience Major as well as the Natural Science portion of the distribution requirements by following any one of the several courses of study specified below.

Biochemistry

BIOCHEMISTRY-MOLECULAR BIOLOGY: Three of the following four courses: Biology 311 (Genetics), Biology 332 (Cell Physiology), Chemistry 311 (Biochemistry), Chemistry 318 (Medicinal). Total: 9-10 hours.

BIOLOGY: 101-102, 151-152 (General and Laboratory), 331 (Biochemistry), 334 (Advanced Biochemistry), and two courses from the following list: 215 (Cytology), 220 (Microbiology), 400 (General Biological Science), 311 (Genetics), 332 (Cell Physiology), with the last two courses eligible only if not submitted in satisfaction of the Biochemistry-Molecular Biology area requirement above. Total: 16-17 hours.

CHEMISTRY: 101-102-151-152 (Concepts and Laboratory), 201-202-251-252 (Organic and Laboratory), 301 (Physical Chemistry I). Total: 19 hours.

OTHER: Physics 111-112-151-152 (General and Laboratory); Mathematics 101 (Calculus I). Total: 12 hours.

Biophysics

BIOLOGY: 101-102, 151-152 (General and Laboratory), 311 (Genetics), 331 (Biochemistry), 332 (Cell Physiology), either 220 (Microbiology) or 342 (Plant Physiology). Total: 23 hours.

PHYSICS: 111-112-151-152 (General Physics and Laboratory), 215-216-261-262 (Electronic Instrumentation), 213 (Radiation Physics), 211 (Computer-Based Physics), 304 (Optics). Total: 24 hours.

OTHER: Chemistry 101-102-151-152 (Concepts and Laboratory); either Chemistry 201-251 (Organic) or Mathematics 101 (Calculus I). Total: 12 hours.

Substitutions in the above courses of study may be made with the approval of both department chairmen in the areas of concentration. Such substitutions must not lessen the coherence of the course of study.

Other Interscience Programs

Other courses of study involving concentrations in Mathematics and the Natural Sciences must include Mathematics 202 and at least six semester hours in Mathematics at the 300 or 400 level. Programs must include at least 52 semester hours in Mathematics and the Natural Sciences, and meet one of the three following distribution requirements: Either a) 42 hours in Mathematics and Biology combined; or b) 42 hours in Mathematics and Chemistry combined; or c) 42 hours in Mathematics and Physics combined. The course of study must form a coherent program and must be approved by both department chairmen in the areas of concentration. The planned course of study shall be presented to the Dean of the Faculty at spring pre-registration of the sophomore year. Later substitutions in the course of study may be made with the approval of both department chairmen; such substitutions must not lessen the coherence of the course of study.

INTRODUCTORY HONORS

FACULTY OF THE DIVISIONS OF HUMANITIES, NATURAL SCIENCES, AND SOCIAL SCIENCES

HONORS 101. (3) *Staff*
SEMINAR IN SOCIAL SCIENCES. Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of a particular discipline. Various disciplines considered in subsequent years. Prerequisites: open to Honors caliber freshmen or sophomores; permission of the Honors Council required. Offered: fall or spring semester.

HONORS 102. (3 or 4) *Staff*
SEMINAR IN NATURAL SCIENCES. Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of a particular discipline. Various disciplines considered in subsequent years. Prerequisites: open to Honors caliber freshmen or sophomores; permission of the Honors Council required. Offered: fall or spring semester.

HONORS 103. (3) *Staff*
SEMINAR IN HUMANITIES. Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of a particular discipline. Various disciplines considered in subsequent years. Prerequisites: open to Honors caliber freshmen or sophomores; permission of the Honors Council required. Offered: fall or spring semester.

HONORS 202. (3) *Staff*
INTERDISCIPLINARY SEMINAR. Consideration of a major issue from the perspectives of the three disciplines introduced in Honors 101, 102, and 103. Various issues considered in subsequent years. Prerequisites: open to Honors caliber sophomores only; Honors 101, 102, and 103 or special permission of the Honors Council required. Offered: spring semester.

MATHEMATICS AND COMPUTER SCIENCE

PROFESSOR GASKINS; ASSOCIATE PROFESSORS BRYCE, ESPIGH; ASSISTANT PROFESSORS KOETHER, PEL-LAND; LECTURERS MYERS, NAILOR

Thirty-seven hours in mathematics are required for a major in mathematics: Mathematics 101, 102, 201, 202, 301, 303, and 5 electives at or above the 200 level. Two of the 5 electives may be computer science courses. With the approval of the department, 1 of the 5 may be a course in another department that makes extensive applications of mathematics.

Forty-one hours are required for a major in mathematics and computer science: Mathematics 101, 102, 201, 202, 301, and 303; Computer Science 221, 222, 321, 322, 421, 422; and one elective chosen from the following list: Mathematics 203, 304, 308, 309, 310. Students interested in majoring in mathematics and computer science are advised to consult with the department in their second or third semester.

MATHEMATICS 100. (4) *Staff*
GENERAL MATHEMATICS. Algebra, geometry, and elementary functions. This course will prepare students to take other mathematics courses at the 100 level. It may not be used to satisfy distribution requirements. A student cannot receive credit for Math 100 if he has passed any other college course in mathematics or computer science. Prerequisite: none. Offered: each semester.

MATHEMATICS 101. (4) *Staff*
CALCULUS I. Elementary functions, limits, derivatives, optimization, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: none. Offered: each semester.

MATHEMATICS 102. (4) *Staff*
CALCULUS II. Functions defined by integrals, inverses, applications and techniques of integration, plane curves, and polar coordinates. Prerequisite: Math 101. Offered: each semester.

MATHEMATICS 103. (4) *Staff*
STATISTICS. Introduction to probability and statistics. Discrete and continuous random variables, estimation, hypothesis testing. Prerequisite: none. Offered: each semester.

MATHEMATICS 104. (4) *Staff*
BUSINESS MATH. The application of mathematical concepts and structures to business management. Topics include matrix arithmetic, linear programming and game theory, and an introduction to differential calculus. A student cannot receive credit for Math 104 if he has passed Math 201. Prerequisite: none. Offered: each semester.

MATHEMATICS 201. (4) *Staff*
LINEAR ALGEBRA. Matrix arithmetic, vectors, abstract vector spaces, linear transformation, inner products, and eigenvalues, with some emphasis on algorithms and computing. Prerequisite: Math 102. Offered: fall semester.

MATHEMATICS 202. (4) *Staff*
CALCULUS III. Vector analysis on curves, infinite series, approximation, partial derivatives, line integrals, and double integrals. Prerequisite: Math 201 or consent. Offered: spring semester.

MATHEMATICS 203. (4) *Staff*
STATISTICAL METHODS. Organizing, conducting, and analyzing experiments with emphasis on data analysis using both parametric and non-parametric methods. Prerequisite: Math 103 or consent of instructor. Offered: spring semester of odd years.

MATHEMATICS 205. (3) *Staff*
HISTORY OF MATHEMATICS. The study of the development of mathematical concepts, with an emphasis on the relationship of the mathematics of each age to the prevailing culture. Topics receiving particular attention include the sudden flowering of mathematics as a deductive science in Classical Greece, the invention of analytic geometry, the development of the calculus, and the development of non-Euclidean geometry. Prerequisite: Math 102 or consent of instructor. Offered: on demand.

MATHEMATICS 207. (3) *Staff*
DIFFERENTIAL EQUATIONS. Analytic and numerical solutions of ordinary differential equations. Existence and uniqueness of solutions. Solutions of linear systems. Prerequisite: Math 201 or consent. Offered: fall semester of odd years.

MATHEMATICS 301-302. (3-3) *Staff*
ADVANCED CALCULUS. Further investigations of the calculus of one and several real variables. Continuity, uniform convergence, differentiation, integration, implicit function theorems, line and surface integrals, classical theo-

rems of vector analysis. Prerequisite: Math 202. Offered: 301 in the fall semester; 302 on demand.

MATHEMATICS 303-304. (3-3) *Staff*
ALGEBRAIC STRUCTURES. Groups, rings, fields, linear algebra, and selected topics. Prerequisite: Math 201. Offered: 303 in the fall semester of odd years; 304 in the spring semester of even years.

MATHEMATICS 305. (3) *Staff*
GEOMETRY. An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Math 102. Offered: spring semester of even years.

MATHEMATICS 306. (3) *Staff*
TOPOLOGY. Elementary topological concepts. Prerequisite: Math 202. Offered: spring semester of odd years.

MATHEMATICS 307. (3) *Staff*
ELEMENTARY NUMBER THEORY. An introduction to the theory of numbers. Prerequisite: Math 102. Offered: fall semester of even years.

MATHEMATICS 308. (3) *Staff*
NUMERICAL ANALYSIS. Solutions to problems of analysis by numerical methods and the study of error in numerical processes. Prerequisite: Math 201. Offered: spring semester of even years.

MATHEMATICS 309. (3) *Staff*
APPLIED MATHEMATICS. Mathematical models and topics in advanced mathematics with application to the natural and social sciences. Prerequisites: Math 201 and 301 or consent. Offered: spring semester of odd years.

MATHEMATICS 310. (3) *Staff*
PROBABILITY AND STATISTICS. The theory of probability and statistics. Prerequisites: Math 202. Offered: on sufficient demand.

MATHEMATICS 311. (3) *Staff*
COMPLEX ANALYSIS. An introduction to the theory of complex functions. Prerequisite: Math 301. Offered: fall semester of even years.

MATHEMATICS 401-402. (3-3) *Staff*
REAL ANALYSIS. Introduction to the theory of real functions, Lebesgue measure and integration, and related topics. Prerequisites: Math 301 and 302. Offered: on sufficient demand.

COMPUTER SCIENCE 121. (3) *Staff*
INTRODUCTION TO ELECTRONIC DATA PROCESSING. A study of the programming methods, logic, and machinery used in modern business programming. Emphasis will be on applications-programming through the Common Business Oriented Language (COBOL). Prerequisite: none. Offered: fall semester.

COMPUTER SCIENCE 122. (3) *Staff*
ADVANCED COBOL PROGRAMMING. A continuation of Computer Science 121 but with emphasis on disk and tape applications and programming efficiency. A student project will be required. Prerequisite: Computer Science 121. Offered: spring semester of even years.

COMPUTER SCIENCE 221. (3) *Staff*
INTRODUCTION TO COMPUTING. Discussion of algorithms, programs, and computers. Extensive work in the preparation, running, debugging, and documenting of programs. Discussion of organization and characteristics of hardware and software systems. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 222. (3) *Staff*
ADVANCED FORTRAN PROGRAMMING. A continuation of Computer Science 221 but with emphasis on disk and tape applications and programming efficiency. A student project will be required. Prerequisite: Computer Science 221. Offered: spring semester.

COMPUTER SCIENCE 321. (3) *Staff*
COMPUTERS AND PROGRAMMING. Computer structure with reference to programming applications of the structure. Machine and assembly language programming concepts will be discussed, and exercises illustrating the discussions will be given on available computing systems. Prerequisite: Computer Science 221. Offered: fall semester of odd years.

COMPUTER SCIENCE 322. (3) *Staff*
INTRODUCTION TO INFORMATION STRUCTURES. Selected topics in discrete mathematics to include Boolean algebra, propositional logic, and graph theory. Description of data bases and their structure, sorting and searching of information from files, referencing of files. Prerequisite: Computer Science 222. Offered: spring semester of even years.

COMPUTER SCIENCE 421. (3) *Staff*
PROGRAMMING LANGUAGES. Formal definition of programming languages to include

specification of syntax and semantics. Comparative studies of algorithmic, list processing, string manipulation, simulation, and algebraic manipulation languages. Prerequisite: Computer Science 222. Offered: fall semester of even years.

COMPUTER SCIENCE 422. (3) *Staff*
SYSTEMS PROGRAMMING. Study of construction of software to handle the operation of a computing system. Topics covered include batch processing systems, multiprogramming and multiprocessor systems, and addressing techniques. Prerequisites: Computer Science 321, 322, and 421. Offered: spring semester of odd years.

MODERN LANGUAGES

PROFESSOR SILVEIRA; ASSOCIATE PROFESSORS FARRELL, JAGASICH; ASSISTANT PROFESSOR WILSON

The requirements for a major in French or Spanish are 18 hours in the language including 301-302 and four courses at the 400 level, and the completion of one of the following cultural or linguistic options: 1) Latin or Greek through the 102 level plus *Descriptive Linguistics* (Classical Studies 301) and *English Etymology* (Classical Studies 201); or 2) a second modern language (French, Spanish, or German) through the 202 level; or 3) six semester courses (not counted toward distribution requirements) in related cultural areas to include Fine Arts, History, Literature, Religion, or Philosophy. Also required are at least six hours credit from an approved host institution in a foreign country where the target language is spoken. For a concentration with some other discipline (e.g., Political Science), the student must complete in the language(s) concerned four semester courses at the 400 level.

LANGUAGE STUDY ABROAD

The Department of Modern Languages encourages and sponsors foreign study but monitors closely the standards and administration of the programs to which it entrusts its students. At this writing the Department enjoys particularly close relations with the following institutions: The Institute of European Studies, with programs in London, Madrid, Freiburg, and Paris; Schiller College, with program centers in London, Madrid, Heidelberg, and Paris; the Franco-American Study Center, located in Normandy. These programs offer supervision, coordination, structure, and compatible cost. Long experience has shown that Hampden-Sydney students find the transition comfortable from classes on this campus to those of the host institution. Since candidates for the major must present evidence of foreign study, Garlick Honoraria are offered to recognize merit. Credit is granted at par with other Hampden-Sydney programs, though courses overseas must be approved in advance by the Foreign Study Committee and be consonant with Hampden-Sydney curricular philosophy.

THE PROFICIENCY REQUIREMENT

The proficiency requirement at Hampden-Sydney College is deemed by this department met when a student has shown the structural competence and functional capability to approach unfamiliar material in the target language, such material to be mature, of significant dimension, and not adapted for student use. The student shall give evi-

dence of his understanding by clear response and rudimentary analysis, in the target language, to interrogation, also in the target language. This and no other proof will be satisfactory. "Gist" reading and "gist" comprehension, as they do not lead to analysis, will not be adequate. Since all students are required to demonstrate proficiency in a foreign language, modern or classical, the following Modern Language Department classes are designated for that purpose: 201 and its sequel 202.

MODERN LANGUAGE PLACEMENT POLICY

Proficiency may also be demonstrated by evidence of scores on nationally-recognized normative tests: 85 on the Princeton MB form; 650 on the SAT achievement test; 4 on the Advanced Placement examination. Students without such documentation will be screened and placed tentatively in the appropriate section. Placement may be contested by petition to the Department of Modern Languages, and although all students are encouraged to enter the highest level possible, those unsure of their preparation may begin with 101 if they choose, but in any event, must take both 201 and 202 to satisfy the Hampden-Sydney language requirement. Students engaged in preparing for or satisfying the proficiency requirement will have priority space in all 100- or 200-level classes. Students will not be allowed to offer courses from other institutions against the Hampden-Sydney proficiency requirement unless they are prepared to take and pass the Princeton MB battery with a score of 85.

FRENCH

FRENCH 101-102. (4-4) *Farrell*
INTRODUCTION TO FRENCH. Grammar, reading, and drill in pronunciation. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester. Meets four times weekly.

FRENCH 201-202. (4-4) *Farrell*
INTERMEDIATE FRENCH. A balanced course with emphasis on reading. Prerequisite for 201: 101-102 or equivalent. Prerequisite for 202: 201. Laboratory. Offered: 201 in the fall semester; 202 in the spring semester. Meets four times weekly.

FRENCH 301-302. (4-4) *Farrell*
MASTERPIECES OF FRENCH LITERATURE. A survey of French literature from its medieval origins to the present; a thematic presentation with complete, representative works read. Considerable reading. Prerequisite: French 201-202 or equivalent. Offered: 301 in the fall semester; 302 in the spring semester. Meets four times weekly.

FRENCH 307-308. (3-3) *Farrell*
MASTERPIECES OF FRENCH LITERATURE (in English). An introduction to world literature of French origin for elective credit in Humanities. Same structure and material as 301-302. Prerequisite: French 201-202 or ap-

proval of professor. Required for the major. Offered: when possible.

FRENCH 401. (3) *Farrell*
FRENCH THEATER. Survey of French drama from medieval *trope* to *absurde*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisite: French 301-302 or approval of professor. Required for the major. Offered: fall semester of even years.

FRENCH 402. (3) *Farrell*
ADVANCED FRENCH COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts; emphasis on essay format and *explication de textes*. Prerequisite: French 301-302 or approval of professor. Required for the major. Offered: spring semester of odd years.

FRENCH 403. (3) *Farrell*
FRENCH POETRY. Survey of French poetical forms from Middle Ages to Symbolism; examination of the unique character of French verse. Extensive reading. Prerequisite: French 301-302 or approval of professor. Required for the major. Offered: fall semester of odd years.

FRENCH 404. (3) *Farrell*
FRENCH NOVEL. Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early narrative forms through the *nouveau roman*. Extensive reading. Prerequisite: 301-302 or approval of professor. Required for the major. Offered: spring semester of even years.

GERMAN

GERMAN 101-102. (4-4) *Jagasich*
INTRODUCTION TO GERMAN. A thorough familiarity with the language is developed by constant grammatical drill, composition, and translation. A reasonable amount of simple narrative prose is read. Laboratory. Prerequisite for 101: none. Prerequisite for 102: 101 or equivalent. Offered: 101 in the fall semester; 102 in the spring semester. Meets four times weekly.

GERMAN 201-202. (4-4) *Jagasich*
INTERMEDIATE GERMAN. A review of grammar will be covered. Oral practice based on readings from various types of material will be emphasized. Elements of composition will be taught. Students will be encouraged to perform a play as well as report on individual outside reading. Laboratory. Prerequisite for 201: 101-

102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester. Meets four times weekly.

GERMAN 301-302. (3-3) *Jagasich*
SURVEY OF GERMAN LITERATURE. The history of German literature from the beginnings to our day, with class reading of selected poetry, prose and drama of the 19th and 20th centuries. Term reports on extensive parallel reading. Prerequisite: German 201-202, or its equivalent. Offered: on sufficient demand.

GERMAN 307-308. (3-3) *Farrell*
SURVEY OF GERMAN LITERARY FORMS IN ENGLISH TRANSLATION. First semester will offer study of texts from the Teutonic epic to *Faust*, *Erster Teil*. Second semester will begin with Goethe's *Werther* and continue through Günther Grass' *Katz und Maus* and the beginning of the Second World War. Emphasis on unique German literary expression. Extensive reading. Offered: when possible.

GERMAN 401. (3) *Jagasich*
GERMAN THEATER. Survey of German drama from medieval *Fastnachtsspiel* and *Volksspiel* to the *Absurde* through the *Bürger-satire* and *Horspiele*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisite: 301-302 or approval of professor. Offered: fall semester of even years.

GERMAN 402. (3) *Jagasich*
ADVANCED GERMAN COMPOSITION. Intensive grammar review in conjunction with preparation of difficult texts; vocabulary acquisition and stylistics incorporated in the program. Linguistic approach. Conducted in major language. Prerequisite: German 301-302 or approval of professor. Offered: spring semester of odd years.

GERMAN 403. (3) *Jagasich*
GERMAN POETRY. Survey of German poetic forms from Middle Ages to *Symbolismus*; *Spruchdichtung*, *Ballade* and *Klassische Poesie* through *Dichtungstheorie*. Extensive reading. Analysis of thematic and metric variations. Prerequisite: German 301-302 or approval of professor. Offered: fall semester of odd years.

GERMAN 404. (3) *Jagasich*
GERMAN NOVEL. Seminar course to be conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early *Erzähl-literatur* through the *Roman zwischen*

Tradition and Wandlung and *Die Geschichts-
erzählung*. Extensive reading. Prerequisite: 301-
301-302 or approval of professor. Offered:
spring semester of even years.

RUSSIAN

RUSSIAN 101-102. (3-3) *Jagasich*
INTRODUCTORY RUSSIAN. Basic writing
and reading skills are taught. Grammatical con-
cepts are explained and drilled through dicta-
tions, translations, and elementary conversa-
tion. A reasonable amount of narrative prose is
read. Prerequisite for 101: none. Prerequisite for
102: 101 or equivalent. Offered: on sufficient
demand. Meets four times weekly.

RUSSIAN 201-202. (3-3) *Jagasich*
INTERMEDIATE RUSSIAN. Advanced
grammar to be taught while translating more
difficult reading material coupled with advanced
conversation. Vocabulary building and active
participation are encouraged. Basic composition
skills are taught. Songs and poetry are used to
introduce students to Russian culture and art.
Prerequisite for 201: 101-102 or equivalent.
Meets four times weekly.

SPANISH

SPANISH 101-102. (4-4) *Staff*
INTRODUCTION TO SPANISH. The ele-
ments of grammar, composition, and pronounci-
ation. Laboratory. Prerequisite for 102: 101 or
equivalent. Offered: 101 in the fall semester;
102 in the spring semester. Meets four times
weekly.

SPANISH 201-202. (4-4) *Staff*
INTERMEDIATE SPANISH. Review of
grammar, oral practice based on readings from
Spanish and Spanish-American writers will be
emphasized. Laboratory. Prerequisite for 201:
101-102 or equivalent. Prerequisite for 202: 201.
Offered: 201 in the fall semester; 202 in the
spring semester. Meets four times weekly.

SPANISH 301-302. (3-3) *Wilson*
*MASTERPIECES OF SPANISH LITERA-
TURE*. A survey course offering an introduc-
tion to Peninsular (301) and Latin-American
(302) literature. A thematic presentation with
complete, representative works read. Lectures
and reading in Spanish only; student perfor-
mance both oral and written in Spanish only.
Considerable reading. Prerequisite: Spanish
201-202 or permission of instructor. Offered:

301 in the fall semester; 302 in the spring
semester.

SPANISH 303-304. (3-3) *Silveira, Wilson*
SPANISH-SPEAKING WORLD. An intro-
duction to the history and culture of Spain (303)
and Spanish America (304). An intensive study,
through visual, aural, literary, and journalistic
sources, of the heritage of Spanish-speaking
populations, beginning with the *Celtiberos* of
primitive *Hispania* and leading up to the cur-
rent democratic state that is modern Spain;
beginning with pre-Columbian America and
then the *conquistadores* and leading up to our
own *chicano* community's expression of iden-
tity. Lectures and reading as well as student
performance in Spanish only. Prerequisites:
Spanish 201-202 or permission of instructor.
Offered: 303 in the fall semester; 304 in the
spring semester.

SPANISH 305-306. (3-3) *Silveira*
*ADVANCED CONVERSATION AND
COMPOSITION*. An intensive (four times
weekly) course in the spoken idiom, with daily
drills and laboratory work. Concentration on
oral patterns, phonetics, rhythm, and diction.
Extensive concentration on vocabulary with
particular attention to commercial and technical
(occasionally medical) language. A course of
practical content designed to lead to study
abroad or to supplement career goals in the
Spanish-speaking world. Prerequisite: Spanish
201-202 or permission of instructor. Offered:
305 in the fall semester; 306 in the spring
semester.

SPANISH 401. (3) *Silveira*
LATIN-AMERICAN PROSE. A seminar in
the evolution of Latin-American narrative and
expository forms, from Fernández de Lizardi's
Periquillo Sarniento, following the currents of
fiction and non fiction, including the non-
poetical theater, to the modern *novela* of aliena-
tion and isolation. Considerable reading. Lec-
tures and texts, oral and written student per-
formance in Spanish only. Prerequisite: Spanish
301 or 302 or permission of instructor. Offered:
fall semester of odd years.

SPANISH 402. (3) *Silveira*
LATIN-AMERICAN POETRY. A seminar in
the evolution of verse forms in Latin-American
literature, from the spontaneous and indigenous
forms like the *popol vuh* to the freer parabolic
poetry of the *modernistas*. Lectures and texts,
oral and written student performance in Span-
ish only. Considerable reading. Prerequisite:
Spanish 301 or 302 or permission of instructor.

Offered: spring semester of even years.

SPANISH 403. (3) *Silveira*
PENINSULAR GENRES BEFORE THE XVIIITH CENTURY. A seminar course dealing generically with basic formulas in Hispanic literature until the death of Quevedo, beginning with the Hispano-Judeo-Arabic *Jarchas*, and including the theater of Lope de Vega and the novel of the *pícaro*. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: fall semester of even years.

SPANISH 404. (3) *Silveira*
PENINSULAR GENRES OF THE MODERN AGE. A seminar course to complement Spanish 403, continuing to synthesize Hispanic literary modes through the *Ilustración*, the *Afrancesados*, the subsequent eruption of *romanticismo* and into the contemporary period of García Lorca, Camilo José Cela, and Ana María Matate. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: spring semester of odd years.

SPANISH 407. (3) *Silveira*
THE NOVEL IN THE GOLDEN AGE. This course encourages close reading and textual criticism of prose authors of the *Siglo de oro*, in particular Cervantes. Extensive reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: fall semester of odd years.

SPANISH 408. (3) *Silveira*
THEATER OF THE GOLDEN AGE. The course encourages close reading and textual criticism of the *teatro nacional* of Spain, in particular the works of Lope de Vega, Calderon, and their epigones. Considerable reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisite: Spanish 301 or 302 or permission of instructor. Offered: spring semester of even years.

PHILOSOPHY
ASSOCIATE PROFESSORS IVERSON,
SCHRAG*; **VISITING ASSISTANT PRO-**
FESSOR KAY

The requirements for a major in Philosophy are Philosophy 201, 202, 301-302, 303, and an additional 12 hours in Philosophy courses. A joint program in Philosophy and another department should have the approval of the chairmen of both departments.

PHILOSOPHY 201. (3) *Iverson*
LOGIC. An introduction to the skills and practice of critical reasoning which includes argument analysis and some formal logic. Prerequisite: none. Offered: each semester.

PHILOSOPHY 202. (3) *Kay*
PROBLEMS OF PHILOSOPHY. An introduction to philosophical thinking and argument by consideration of some specific philosophical problems such as free will, the existence of God, the independence of minds and brains, the nature of empirical knowledge and the claims of ethical relativism. Prerequisite: none. Offered: each semester.

PHILOSOPHY 301-302. (3-3) *Kay*
HISTORY OF PHILOSOPHY. A study of the major thinkers of Western thought from the Greeks to the nineteenth century, with attention given to their cultural context. First semester: classical and medieval; Second semester: modern. Prerequisite: none; not open to freshmen. Offered: 301 in the fall semester; 302 in the spring semester.

PHILOSOPHY 303. (3) *Kay*
CONTEMPORARY PHILOSOPHY: PRAGMATISM AND THE ANALYTIC TRADITION. A survey of the major 20th century American and British philosophers. Prerequisite: Philosophy 302. Offered: fall semester of even years.

PHILOSOPHY 304. (3) *Staff*
ETHICS. A consideration of moral justification and the principal ethical theories and their application to some specific moral problems such as drug use, sexual morality, abortion, discrimination, violence, and business ethics (problems will vary with the semester). Prerequisite: none; not open to freshmen. Not offered in 1982-83.

PHILOSOPHY 306. (3) *Staff*
SOCIAL PHILOSOPHY. An examination of the criteria for formulating and evaluating social institutions and policies; analysis of central concepts such as rights, property, justice, equality and the public good; social problems such as enforcement of morals, distribution of wealth, values of a business society. Prerequisite: Philosophy 304 strongly recommended. Not offered in 1982-83.

PHILOSOPHY 307. (3) *Iverson*
PHILOSOPHY OF RELIGION. A study of the major issues and men in contemporary reflection on religion. Prerequisite: 3 hours of Philo-

sophy or Religion courses. Offered: fall semester of even years.

PHILOSOPHY 308. (3) *Iverson*
CONTEMPORARY PHILOSOPHY: EXISTENTIALISM AND PHENOMENOLOGY. A study of the major Continental philosophers. Prerequisite: 3 hours of Philosophy. Offered: spring semester of even years.

PHILOSOPHY 310. (3)
ETHICS OF HEALTH CARE. This course will deal with certain normative ethical and social issues in health care. The course will involve the application of philosophical analysis and value theory to issues of public policy such as the allocation of medical resources and the nature of health care delivery systems and also to specific ethical issues such as human experimentation, behavior-control, abortion, and euthanasia. Prerequisite: Philosophy 302 or 304. Not offered in 1982-83.

PHILOSOPHY 312. (3) *Kay*
PHILOSOPHY OF SCIENCE. A consideration of the aims, methods, and limits of science, including the relationship of empirical data to laws, models, theories, and explanation; the place of ethical considerations in the practice of science; and the use/abuse of scientific evidence in policy decisions. Prerequisite: consent of the instructor. Offered: on sufficient demand.

PHILOSOPHY 380. (3) *Iverson*
MARX AND MARXIST HUMANISM. A survey of some of the basic developments in the philosophical and humanistic ideas in the Marxist tradition. Prerequisite: 3 hours of Philosophy or Political Science. Offered: spring semester of odd years.

PHYSICS

PROFESSORS BEARD, JOYNER, MAYO; ASSOCIATE PROFESSOR KIESS

The requirements for a major in physics are a minimum of 33 hours in physics, including Physics 351, 352, and at least three additional courses in physics at the 200 or 300 level. Mathematics 101-102 and one semester of electronics are also required.

Students who desire a rigorous mathematical treatment of the fundamentals of physics and who plan graduate work in physics should take Physics 201, 202, 301, 302, 303, 304, 401, 402.

Students who plan to teach or to pursue careers in business or industry involving applications of physical principles should take 103, 104, 211, 213, 215, 261, 304.

PHYSICS 103. (3) *Beard*
BASIC DIGITAL ELECTRONICS. A laboratory-based study of fundamental electronic concepts, digital logic, and microcomputer circuitry. Prerequisite: none. Corequisite: Physics 143. Offered: fall semester.

PHYSICS 104. (3) *Beard*
BASIC LINEAR ELECTRONICS. A laboratory-based study of circuits employing transistors, other three-terminal devices, and integrated circuits. Prerequisite: Physics 103 or consent of instructor. Corequisite: Physics 144. Offered: on demand.

PHYSICS 108. (4) *Kieess*
METEOROLOGY. An elementary introduction to meteorology, to include properties of the atmosphere and their effects on weather. Measurement of atmospheric properties, weather maps, and weather forecasting will be emphasized. Prerequisite: none. Offered: fall semester.

PHYSICS 110. (3) *Joyner*
ENERGY AND POWER. A survey of present global energy sources and future possibilities, with qualitative economic analysis. The exploration of novel methods of generating power will be emphasized. Prerequisite: none. Corequisite: Physics 150. Offered: fall semester.

PHYSICS 111-112. (3-3) *Staff*
GENERAL PHYSICS. A survey of classical and modern physics. This sequence is open to all qualified students, and it is recommended for those majoring in science and for those who plan to apply to medical school. (Those majoring in mathematics, chemistry, or physics should note also the course description under Physics 121-122.) Prerequisite: Mathematical facility at the level of successful completion of Mathematics 100. Corequisite: Physics 151-152. Offered: 111 in the fall semester; 112 in the spring semester.

PHYSICS 115. (3) *Mayo, Kay*
THE DESCRIPTION AND EXPLANATION OF MOTION. An historical study of the development of the modern understanding of motion beginning with the earliest attempts to describe and explain the motion of celestial objects. Time will be spent considering the nature of the assumptions made and the methods used as well as the nature of the results obtained during this development. Prerequisite: proficiency in elementary algebra and geometry. Corequisite: Physics 155. Offered: fall semester.

PHYSICS 116. (3) *Mayo*
MODERN ASTRONOMY. An examination of topics selected from modern astronomy. Most selections will deal with objects located outside the solar system. Prerequisite: proficiency in elementary algebra and geometry; physics in high school; Physics 111, or Physics 115. Corequisite: Physics 156. Offered: spring semester.

PHYSICS 120. (3) *Beard*
PHYSICS OF MUSIC, MUSICAL INSTRUMENTS, AND HEARING. A study of the physical principles underlying the production of sound and music and of various analytical techniques and models used by investigators in this area. There is emphasis upon the concept of harmonic analysis in particular. Both the computer and the synthesizer are used where appropriate. Recitations are oriented strongly toward demonstrations and discussion. Prerequisite: none. Offered: spring semester.

PHYSICS 121-122. (1-1) *Staff*
PROBLEMS IN GENERAL PHYSICS. Extended problem solving using calculus. This course should be taken concurrently with Physics 111-112 by students majoring in mathematics, chemistry, or physics. Prerequisite: Mathematics 101. Offered: 121 in the fall semester; 122 in the spring semester.

PHYSICS 143. (1) *Beard*
LABORATORY. Accompanies Physics 103. Prerequisite: none. Corequisite: Physics 103. Offered: fall semester.

PHYSICS 144. (1) *Beard*
LABORATORY. Accompanies Physics 104. Prerequisite: none. Corequisite: Physics 104. Offered: on demand.

PHYSICS 150. (1) *Joyner*
LABORATORY. Accompanies Physics 110. Prerequisite: none. Corequisite: Physics 110. Offered: fall semester.

PHYSICS 151-152. (1-1) *Kiess*
GENERAL PHYSICS LABORATORY. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Prerequisite: none. Corequisite: Physics 111-112. Offered: 151 in the fall semester; 152 in the spring semester.

PHYSICS 155. (1) *Beard*
MOTION LABORATORY. Exercises designed

to give first-hand experience with the mode of investigation and the questions under investigation at each stage in the developing understanding of motion. Emphasis is placed on the modern concern with obtaining quantitative information of known precision. Corequisite: Physics 115. Offered: fall semester.

PHYSICS 156. (1) *Mayo*
ASTRONOMY LABORATORY. Includes exercises requiring the identification of stars and constellations as well as the observation of astronomical objects with a telescope. Corequisite: Physics 116. Offered: spring semester.

PHYSICS 201. (3) *Kiess*
MECHANICS. Particle dynamics is treated with particular emphasis on harmonic motion, motion in a central force field, and the two body problem. Prerequisite: Physics 111. Offered: fall semester.

PHYSICS 202. (3) *Joyner*
ELECTRICITY AND MAGNETISM. A study of electrostatics, electrodynamics, dielectrics, magnetism; concluding with Maxwell's equations. Prerequisites: Physics 112 and 201. Offered: spring semester.

PHYSICS 211. (3) *Beard, Mayo*
COMPUTER-BASED PHYSICS. A topical study of several physical systems, with emphasis upon orbits, trajectories, wave motion and sound. Graphical presentation of results is emphasized. Three recitations per week; individual work substituted as required. The level of the course is appropriate for the non-science major. Prerequisite: none. Offered: spring semester.

PHYSICS 213. (3) *Joyner*
RADIATION PHYSICS. A study of nuclear physics, radioactivity, tracer techniques, medical and biological effects of radiation, and radiation instrumentation. Two lectures and one morning lab. Prerequisite: none. Offered: on demand.

PHYSICS 215. (3) *Joyner*
PRINCIPLES OF ELECTRONIC INSTRUMENTATION. A study of the basic principles of operation of electronic instruments. Particular attention is devoted to medical applications where appropriate. Prerequisite: none. Corequisite: Physics 261. Offered: spring semester.

PHYSICS 261. (1) *Joyner*
BASIC ELECTRONICS LABORATORY. Accompanies Physics 215. Prerequisite: none. Corequisite: Physics 215.

PHYSICS 301-302. (3-3) *Mayo*
MODERN PHYSICS. The physical foundations of the quantum theory are studied. Schrodinger's equation is introduced and used to analyze elementary aspects of the atomic nucleus and the solid state. Prerequisites: Mathematics 201-202; Physics 201-202. Offered: 301 in the fall semester of odd years; 302 in the spring semester of even years.

PHYSICS 303. (3) *Kiess*
THERMODYNAMICS AND STATISTICAL PHYSICS. An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics. Prerequisite: none. Offered: fall semester.

PHYSICS 304. (3) *Kiess*
WAVE PROPERTIES AND OPTICS. Geometrical and physical optics. Prerequisite: none. Offered: spring semester.

PHYSICS 351-352. *Staff*
ADVANCED LABORATORY. A laboratory course designed to acquaint the student with the instruments used in basic physical measurements and with the design of experiments. Prerequisite: none. Offered: 351 in the fall semester; 352 in the spring semester.

PHYSICS 401-402. (3-3) *Mayo*
THEORETICAL PHYSICS. Selected topics investigated in depth using sophisticated mathematical techniques; mostly advanced mechanics and electromagnetic field theory. Prerequisites: Physics 201-202 and consent of instructor; Mathematics 201-202. Offered: 401 in the fall semester of even years; 402 in the spring semester of odd years.

POLITICAL SCIENCE

**ASSOCIATE PROFESSOR GOLDBERG^S;
ASSISTANT PROFESSORS BARRUS,
MARION; VISITING ASSISTANT PROFESSOR HERRON**

The requirements for a major in Political Science are a minimum of thirty semester hours in Political Science, eighteen to include Political Science 101, 200, 205, 410, 430, and either 310, 311, or 312. Students majoring in political science are encouraged to take at least six hours of American or European history as well as course work in economics and philosophy.

Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

Students who declare a major in political science in the Spring, 1980, or thereafter, are governed by the new major requirements while students who entered the department prior to that date may elect to be governed by either the preceding or the new departmental requirements.

POLITICAL SCIENCE 101. (3) *Goldberg,
Marion*
THE AMERICAN SYSTEM OF GOVERNMENT. This is a study of the theory and practice of national government in the United States. The constitutional basis of the federal system, the protection of civil liberties and citizenship, and the role of the people in politics are studied with frequent references to leading Supreme Court decisions and other primary sources. Prerequisite: none. Offered: each semester.

POLITICAL SCIENCE 102. (3) *Marion,
Herron*
PERENNIAL ISSUES AND PROBLEMS OF THE AMERICAN REGIME. This course examines the enduring problems and issues which reflect and illuminate the distinctive character of the American regime. Among the central topics to be considered are the principles of freedom and equality, federalism, ethics and American politics, representation, and the effects of the commercial spirit on the regime. Prerequisite: none. Offered: spring semester.

POLITICAL SCIENCE 200. (3) *Staff*
INTRODUCTION TO COMPARATIVE GOVERNMENT. This course will examine and compare modern regimes: liberal democratic regimes, totalitarian regimes of the left and right, and developing nations. The defining characteristics of the political institutions, processes, and ideas of each will be compared. Particular attention will be given to comparison as a method of political inquiry. Prerequisite: Political Science 101 or permission of instructor. Offered: spring semester.

POLITICAL SCIENCE 205-206. (3-3) *Staff*
INTERNATIONAL RELATIONS. A consideration of the relations among sovereign political communities. In the first semester, the perennial issues of war and peace, diplomacy, and economic relations are examined. The focus is primarily historical and theoretical. The second semester concentrates on the contemporary international system and its major problems. Prerequisite for 206: Political Science 205 or permission of instructor.

POLITICAL SCIENCE 310. (3) *Goldberg*
EARLY MODERN POLITICAL PHILOSOPHY. This course is an examination of Machiavelli, Hobbes, Locke, and Rousseau. The emphasis is on close reading and critical interpretation of selected texts. Prerequisite: none. Offered: spring semester of even years.

POLITICAL SCIENCE 311. (3) *Goldberg*
MODERN POLITICAL PHILOSOPHY. This course is an examination of political philosophy in the modern period. Emphasis is placed on Burke, Hegel, Mill, Marx, and Nietzsche. The emphasis is on close reading and critical interpretation of selected texts. Prerequisite: none. Offered: fall semester of even years.

POLITICAL SCIENCE 312. (3) *Goldberg*
AMERICAN POLITICAL THOUGHT. A survey of American political ideas and theories from the 17th century to the present, with special emphasis given to the Founding Period. Attention will be given to the writings of such thinkers as Thomas Jefferson, the Federalists, John Marshall, John C. Calhoun, Abraham Lincoln, Frederick Douglass, Oliver Wendell Holmes, Jr., Franklin Delano Roosevelt, and Felix Frankfurter. Prerequisite: none. Offered: spring semester of odd years.

POLITICAL SCIENCE 320. (3) *Staff*
GOVERNMENT AND POLITICS OF WESTERN EUROPE. This is an examination of the political institutions and processes of Western Europe. Attention will focus on Great Britain, France, the Federal Republic of Germany, and Italy. The underlying theme of the course is the nature of liberal democracy. Prerequisite: Political Science 200 or permission of the instructor. Offered: fall semester.

POLITICAL SCIENCE 321. (3) *Staff*
COMPARATIVE COMMUNIST SYSTEMS. This is an examination of the regimes which have developed from Marxist-Leninist thought. Attention will focus on the political institutions, political processes, and economic arrangements of the Soviet Union, the People's Republic of China, and Yugoslavia. Prerequisite: Political Science 200 or permission of the instructor. Offered: spring semester of odd years.

POLITICAL SCIENCE 322. (3) *Staff*
POLITICS OF NONWESTERN COUNTRIES. The political institutions and processes of developing nations will be considered in the light of their socio-cultural background. Particular attention will be given to the problems of change and development in the political, social, and economic spheres. Comparisons will be made with liberal democratic and totalitarian nations. The course may stress one area, such as Southeast Asia or the Middle East, or draw examples from various regions at the discretion of the instructor. Prerequisite: Political Science 200 or permission of the instructor. Offered: fall semester.

POLITICAL SCIENCE 330. (3) *Marion*
INTRODUCTION TO AMERICAN PUBLIC ADMINISTRATION. This course surveys selected themes pertaining to the principles and processes of American public administration. Topics that will be examined include the history of America public administration; the role of administrative officials in the formulation and execution of public policy; accountability and responsibility in the public sector; the politics of public budgeting; and administrative discretion and the rule of law. Prerequisite: Political Science 101. Offered: fall semester.

POLITICAL SCIENCE 331. *Marion*
PUBLIC POLICY. This course is an examination of the formulation and implementation of public policy. Attention will be given to the presuppositions underlying public policy formulation as well as the relationship of public policy to the fundamental principles of the regime. Various contemporary issues confronting the government will be used to illustrate how policy issues are framed, evaluated, and implemented. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 332. (3) *Goldberg*
THE PRESIDENCY. This is an examination of one of the most powerful offices in the world. Attention will be given to the creation of the American presidency; its historical development; its relations with the legislature and judiciary; and an evaluation of its compatibility with democracy. Prerequisite: Political Science 101. Offered: fall semester.

POLITICAL SCIENCE 333. (3) *Goldberg*
THE AMERICAN LEGISLATURE. This is an examination of the American Congress. Attention will be given to the principles which informed its creation, such as representation and bicameralism, to the legislature's relations with the other two branches of government, and to the contemporary workings of both houses of Congress. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 340. (3) *Staff*
AMERICAN FOREIGN POLICY. An analysis of the national interest, national objectives, and role of the United States in the international community. Included is a study of the decision-making process, the role of the executive and legislative branches in the formulation and implementation of foreign policy, and the diplomacy of the United States. Prerequisite: Political Science 101 or 205; or permission of the instructor. Offered: spring semester.

POLITICAL SCIENCE 410. (3) *Goldberg*
CLASSICAL POLITICAL PHILOSOPHY. This course is an examination of Plato and Aristotle and of the classical tradition of political philosophy up to the Middle Ages. The emphasis is on close reading and critical interpretation of selected texts. Prerequisite: none. Offered: fall semester of odd years.

POLITICAL SCIENCE 430-431. *Marion*
AMERICAN CONSTITUTIONAL LAW. This course examines the meaning of the American Constitution and its development through judicial interpretation. The first semester considers the nature of the judicial process, the extent of national power, and the place of the states in the federal system. The second semester examines civil rights and liberties as protected by the original Constitution, the Bill of Rights, and the Fourteenth Amendment. Prerequisite: Political Science 101. Offered: 430 in the fall semester; 431 in the spring semester.

POLITICAL SCIENCE 432-433. (3-3) *Staff*
INTRODUCTORY SURVEY OF LAW. This course is designed to give students (1) an appreciation of the role of law in modern society, (2) an insight into the increasing role of government in the economy, and (3) an understanding of certain principles of law which underlie our free economy and serve as guides to business. Prerequisite: Political Science 101 or Economics 101. Offered: 432 in the fall semester; 433 in the spring semester.

POLITICAL SCIENCE 440. (3) *Staff*
INTERNATIONAL LAW AND ORGANIZATION. A study of the legal and organizational structure of the international system and of the processes and forms of international order. Prerequisite: Political Science 205 or permission of the instructor. Offered: on sufficient demand.

POLITICAL SCIENCE 441. (3) *Staff*
SEMINAR IN INTERNATIONAL RELATIONS. An intense examination of critical problems in international relations. Students will engage in a research project. Prerequisite: Political Science 205 or permission of the instructor. Offered: fall semester of even years.

PSYCHOLOGY

PROFESSORS ORTNER, SIMES; ASSOCIATE PROFESSOR DeWOLFE; ASSISTANT PROFESSORS HARRELL, HERDEGEN

A total of thirteen courses in Psychology is required for a major. These courses must include Introduction, Quantitative Methods, Experimental I, Experimental II, Physiological Psychology, and History and Systems. (With departmental permission, in advance, in writing, some students may substitute a statistics course taught by the Mathematics department for Quantitative Methods.) Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to choose their electives from Sociology, Biology, or Computer Science.

PSYCHOLOGY 201. (3) *Harrell, Herdegen*
INTRODUCTION TO PSYCHOLOGY. This survey course is designed to introduce the student to the field of psychology and its subdisciplines (e.g., physiological, experimental, clinical, social). There will be an examination of important concepts, topics, and issues in the different areas of psychology, key findings from the scientific examination of behavior, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. No prerequisites. Offered: each semester.

PSYCHOLOGY 203. (3) *Ortner*
QUANTITATIVE METHODS. An introduction to statistics and methodology employed in psychology and sociology. Both descriptive and inferential techniques are discussed, including nonparametric tests of significance and simple correlation. Fundamental dimensions of social research, structuring of the data-collection process, and forms of data collection are emphasized. Prerequisite: Psychology 201 or Sociology 201. Offered: each semester.

PSYCHOLOGY 301. (3) *Herdegen*
EXPERIMENTAL PSYCHOLOGY I (Introduction to Experimental Psychology). An introduction to the basic techniques, methods, and issues in psychological research, with particular emphasis on the experimental method. Topics to be addressed include: design and planning of experiments; control of variables in research; behavioral measurement; subject selection; implementation of experiments; data analysis and evaluation; presentation of research results; ethical issues in psychological research. In addition, the principles and skills acquired in class will be applied in laboratory exercises and experiments. Prerequisites: Psychology 201, 203. Offered: fall semester.

PSYCHOLOGY 302. (3) *Herdegen*
EXPERIMENTAL PSYCHOLOGY II (Advanced Experimental Psychology). This course is the logical successor to Psychology 301 and

will involve the consideration of more complex experimental/research designs, measurement techniques, and data analysis procedures. An important component of this course is the design and implementation of individual and/or group research projects. Prerequisites: Psychology 201, 203, 301. Offered: spring semester.

PSYCHOLOGY 303. (3) *DeWolfe*
PSYCHOLOGICAL ASSESSMENT. An overview of the technical problems involved in the construction and evaluation of measuring instruments, and a detailed examination of the more significant tests of ability and personality. Prerequisites: Psychology 201 and 203. Offered: spring semester.

PSYCHOLOGY 304. (3) *DeWolfe*
PSYCHOLOGY OF PERSONALITY. Theoretical approaches and research relevant to the study of personality. Psychoanalytic, trait, field, self, learning, and existential approaches will be compared and evaluated. Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 305. (3) *Herdegen*
MOTIVATION. An examination of factors responsible for the instigation, continuation, and cessation of human and animal behavior. Topics addressed include physiological mechanisms of motivation, instinct, acquired motives, the relationship between motivation and learning, emotion, and complex forms of motivation (e.g., achievement, social influence). Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 306. (3) *DeWolfe*
SOCIAL PSYCHOLOGY. The analysis of social motivation, attitude formation and change, group structure and processes, social conflict, and the psychological impact of the environment. Prerequisite: Psychology 201 or Sociology 201. Offered: spring semester.

PSYCHOLOGY 308. (3) *Harrell*
PHYSIOLOGICAL PSYCHOLOGY. A study relating behavior to its neuroanatomical foundations. The course involves a study of the basic structure and function of the nervous system combined with the relation of the regulation of specific behaviors to certain portions of the nervous system. Laboratory sessions involving work with mammalian brains are included. Prerequisite: Psychology 201. Recommended: Biology 103. Offered: each semester.

PSYCHOLOGY 309. (3) *Ortner*
ABNORMAL PSYCHOLOGY. Description of abnormal behavior and psychotherapy. Pre-

requisite: Psychology 201. Recommended: Psychology 308. Offered: fall semester.

PSYCHOLOGY 310. (3) *Simes*
INDUSTRIAL PSYCHOLOGY. Application of psychological principles to problems in business and industry; personnel selection. Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 311. (3) *Simes*
MANAGERIAL PSYCHOLOGY. Concepts of human behavior that are relevant to managerial problems; organizational theory. Prerequisites: Psychology 201 and 310 or consent of instructor. Offered: spring semester.

PSYCHOLOGY 312. (3) *Herdegen*
LEARNING. The theoretical and empirical study of the acquisition, modification, and retention of human and animal behavior. Topics to be addressed include conditioning and instrumental learning, mechanisms of reinforcement, verbal and language learning, memory and forgetting, and the application of principles of learning and memory. Prerequisite: Psychology 201. Offered: spring semester.

PSYCHOLOGY 313. (3) *Harrell*
SENSATION. Major and minor sensory systems. Each sense is considered in terms of its physical stimulus, receptor system, neural structure, and psychophysical data. Basic psychophysical methods are also studied. Prerequisite: Psychology 201. Recommended: Psychology 308. Offered: fall semester.

PSYCHOLOGY 314. (3) *DeWolfe*
DEVELOPMENTAL PSYCHOLOGY. Normal development beginning with the prenatal period and extending through infancy and early and middle childhood. Prerequisite: Psychology 201. Offered: fall semester.

PSYCHOLOGY 403. (3) *DeWolfe*
HISTORY AND SYSTEMS OF PSYCHOLOGY. Structuralism, functionalism, behaviorism, Gestalt psychology, psychoanalysis, and other schools of psychology. Prerequisites: Psychology 201 and five courses at the 300 level; Psychology 304 and 312 are especially recommended. Offered: fall semester.

PSYCHOLOGY 405. (3) *Ortner*
INTRODUCTION TO COUNSELING. A survey of the major theories of counseling and psychotherapy; practice in counseling according to one method. Prerequisites: Psychology 201, 309, and consent of instructor. Offered: spring or even years.

PSYCHOLOGY 409. (3) *DeWolfe*
INTRODUCTION TO CLINICAL PSYCHOLOGY. A study of clinical methods, treatment approaches, and problems; the clinician and research. Prerequisites: Psychology 201, 309. Offered: spring semester of even years.

PSYCHOLOGY 410. (3) *Staff*
PRACTICUM IN PSYCHOLOGY. Students spend one day a week or two half-days working in a state hospital or similar agency under supervision. Prerequisites: Psychology 201, 309, 409, and 410. Consent of instructor is required. Offered: as staff time permits.

SOCIOLOGY 201. (3) *Ortner*
INTRODUCTORY SOCIOLOGY. Methods and objectives of sociological research, varying patterns of social organization, the study of society and culture, and introduction to sociological theory. Prerequisite: none. Offered: each semester.

SOCIOLOGY 302. (3) *Ortner*
SOCIOLOGY OF DEVIANCE. The deviance approach to the problems of contemporary society. Prerequisite: Sociology 201 or consent of the instructor. Offered: fall semester of odd years.

SOCIOLOGY 303. (3) *Ortner*
SOCIAL STRATIFICATION. The basic theories of social stratification are discussed with emphasis on the origin of stratification systems and on the consequences of stratification, especially the distribution and exercise of power and privilege in American society. Prerequisite: Sociology 201 or consent of instructor. Offered: fall semester.

RELIGION

PROFESSORS NORMENT, ROGERS; ASSISTANT PROFESSOR CARNEY

The requirements for a major in Religion are 30 hours in Religion courses. Of this total, a minimum of 3 hours must be in Old Testament and 9 hours in New Testament courses. Six hours in Philosophy courses are also required. Philosophy 307, if elected in addition to the required 6 hours in Philosophy, may be substituted for 3 hours in Religion.

The requirements for a concentration in Religion and Philosophy are 18 hours in each department, specific courses and cognate courses to be chosen in consultation with the departments.

RELIGION 201. (3) *Staff*
INTRODUCTION TO THE OLD TESTAMENT. An introduction to the history and literature of the Old Testament. Open only to

students with no prior credits in Old Testament studies, except by permission of the instructor. Prerequisite: none. Offered: fall semester.

RELIGION 202. (3) *Staff*
INTRODUCTION TO THE NEW TESTAMENT. An introductory survey of Christian origins and of the literature of the New Testament. Open only to students with no prior credits in New Testament studies, except by permission of the instructor. Prerequisite: none. Offered: spring semester.

RELIGION 205. (3)
INTRODUCTION TO WORLD RELIGIONS. An introduction to the origins, development, and current status of the major religions of the world. The course is designed to demonstrate the scope and diversity of religious traditions as well as to indicate the common questions that the various traditions address. Prerequisite: none. Offered: fall or spring semester.

RELIGION 285-286. (3-3) *Rogers*
TUTORIAL IN BIBLICAL HEBREW. Introduction to basic vocabulary and grammar of Biblical Hebrew. Emphasis on: (1) learning to read sentences in the Hebrew Old Testament; (2) acquiring a facility in using a Hebrew lexicon and in using the critical notes in the Hebrew text. Prerequisite: none. Offered: on sufficient demand.

RELIGION 301. (3) *Rogers*
THE NATURE OF RELIGIOUS EXPERIENCE. In every age men and women have sought to understand the mystery of birth, the origin of good and evil, the uncertainty of suffering and death. This course is designed to investigate a variety of religious beliefs and customs to determine how peoples of every age have perceived reality at the deepest levels of their existence. In the process, a variety of critical methodologies will be utilized. Prerequisite: none, but a 200-level Religion course or Western Man 101-202 is recommended. Offered: fall semester of even years.

RELIGION 303. (3) *Rogers*
JUDAISM AS A LIVING TRADITION. Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present. Prerequisite: none. Offered: spring semester of odd years.

RELIGION 304. (3)
RELIGIONS OF THE MIDDLE EAST. A tracing of the cultural and religious history of the Middle East with particular attention to two

features: (1) the emergence of Zoroastrianism and its influence upon postexilic Judaism, and (2) the rise and development of Islam from the seventh century to modern times. Prerequisite: none. Offered: spring semester of odd years.

RELIGION 305. (3)

RELIGIONS OF INDIA. A study of the religions of India and of the historical and cultural context in which they developed. Prerequisite: none. Offered: spring semester of even years.

RELIGION 306. (3)

Norment

RELIGIONS OF EAST ASIA. A study of Taoism, Confucianism, Shintoism, and Buddhism in the context of the history and culture of East Asia. Prerequisite: none. Offered: fall semester of odd years.

RELIGION 307. (3)

Norment

RELIGION IN AMERICA. A study of the role of religion in the development of American culture, with particular attention to distinctive Christian groups and to significant trends in American Christian thought. Prerequisite: none. Offered: spring semester.

RELIGION 308. (3)

Norment

CONTEMPORARY CHRISTIAN THEOLOGY. A study of major developments and the writings of significant leaders, European and American, in 20th century Christian thought, with particular attention to current trends. Prerequisite: Religion 202, or permission of the instructor. Offered: spring semester of odd years.

RELIGION 309. (3)

Norment

CHRISTIAN ETHICS. A study of significant traditional and contemporary emphases in Christian ethical theory, and the application of Christian ethical analysis to selected moral and social issues. Prerequisite: none, but Religion 202 is recommended. Offered: fall semester.

RELIGION 310. (3)

Rogers

THE HEBREW PROPHETS. An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times. Prerequisite: Religion 201, Western Man 101, or permission of the instructor. Offered: spring semester of even years.

RELIGION 311. (3)

Rogers

EARLY CHRISTIANITY. A consideration of the religious and historical milieu in which the early Christian Church arose. The major ques-

tions posed will be "why" and "how" the Christian community survived and grew. A primary focal point will be the letters of Paul, with particular emphasis on his contribution to the early Church. Prerequisite: none, but Religion 202 or Western Man is recommended. Offered: spring semester of odd years.

RELIGION 312. (3)

Norment

THEOLOGY OF PAUL. A study of principal theological and ethical ideas and issues in the letters of Paul, undertaken from the perspectives of Biblical and historical theology rather than from those of literary or biographical analysis. Some consideration will be given to the interpreters of Paul — his influence on subsequent theologians such as Martin Luther, Karl Barth, and Reinhold Niebuhr. Prerequisite: either Religion 202; Religion 311, or permission of the instructor. Offered: fall semester of even years.

RELIGION 313. (3)

Rogers

JESUS IN THE SYNOPTIC TRADITION. An evaluation of the person and work of Jesus as portrayed in Matthew, Mark and Luke. Prerequisite: Religion 202, Western Man 101, or permission of the instructor. Offered: fall semester of odd years.

RELIGION 314. (3)

Norment

THE JOHANNINE LITERATURE. A study of the five New Testament books traditionally associated with "John" — the Gospel of John, the Epistles of John, the Apocalypse (Revelation) of John. Prerequisite: Religion 202, Western Man 101, or permission of the instructor. Offered: fall semester of odd years.

RELIGION 315. (3)

Rogers

BIBLICAL ARCHAEOLOGY AND BIBLICAL HISTORY. History and methodology of Near Eastern excavations, including a concentrated study of several Biblical sites. Analysis of the contributions of archaeological research to a more accurate understanding of the history and everyday life of the Biblical period (Old and New Testament times) within the broader context of the history of the ancient Near Eastern and Mediterranean worlds. Prerequisite: none, but Religion 201 or Religion 202 is recommended. Offered: fall semester of odd years.

RELIGION 406. (3)

Norment

CONTEMPORARY ISSUES IN CHRISTIAN ETHICS. Intensive study of selected issues, both theoretical and practical, in the field of Christian ethics; a seminar course. Prerequisite: either Religion 309 or Philosophy 304, or permission

of the instructor. Open only to juniors and seniors. Offered: spring short term of sufficient demand.

RELIGION 407. (3) *Norment*
RELIGION AND DEATH. A study of the perception and management of death in various religious traditions, with particular reference to New Testament conceptions and the perspectives of contemporary theologians; consideration of certain ethical issues associated with death and dying. Prerequisite: either Religion 201 or 202, or any Religion course from 301 to 306, or permission of the instructor. Offered: intermittently, either semester; or spring short term on sufficient demand.

RELIGION 408. (3) *Rogers*
THEOLOGY AND LITERATURE. A consideration of the usage of specific Biblical and/or religious themes or motifs in contemporary literature. The emphasis will be on discerning what principles of interpretation are used in giving contemporary expression to specific themes. The specific themes considered vary. Prerequisite: Religion 202, Religion 301, or permission of the instructor. Offered: fall semester of even years.

RELIGION 475. (3) *Staff*
SEMINAR IN CONTEMPORARY THEOLOGICAL ISSUES. Intensive study of selected issues in the fields of contemporary and/or Biblical theology. Limited enrollment. Open to juniors and seniors (sophomores by permission of the instructor). Prerequisite: Religion 202, Religion 308, or permission of instructor. Offered: intermittently, either semester.

RHETORIC

PROFESSORS CRAWLEY, SIMPSON; ASSOCIATE PROFESSORS ARIETI, BRINKLEY^S, MARTIN, SAUNDERS, TUCKER; ASSISTANT PROFESSOR TAYLOR; LECTURERS PAPOVICH, WARD

RHETORIC 101. (3) *Staff*
The course involves a study of the basic mechanics of effective writing—from basic sentence patterns through paragraph development to the preparation of an effective paper. Particular attention will be paid to the specific problems of students, including training in critical editing of the work of fellow students. Prerequisite: none. Offered: each semester.

RHETORIC 102. (3) *Staff*
The course involves the study and composition of the essay, with special attention to stylistic clarity, vocabulary building, research techniques and oral presentation. Required of all students. Prerequisite: Rhetoric 101 or exemption from Rhetoric 101. Offered: each semester.

WESTERN MAN

PROFESSORS NORMENT, ROGERS; ASSOCIATE PROFESSORS ARIETI, BRINKLEY^S, FITCH^F, IVERSON

The Western Man program consists of courses which bridge traditional departmental divisions and which deal with issues and with areas of knowledge of general human concern. The staff is composed of members of various Humanities and Social Sciences departments.

WESTERN MAN 101-102. (3-3) *Staff*
Western Man 101-102 is an introductory humanities course in which major thinkers and issues of the Western cultural heritage are studied. It deals with civilization of ancient Greece and Rome, the Biblical tradition, the European Middle Ages, and the age of the Renaissance and the Protestant Reformation. Attention is given to history, philosophy, religion, literature, the arts, and political and economic thought. Classwork consists of lecture sessions, in which all participants meet together, and discussion sections, for which small groups meet with faculty leaders. (History 101-102 is a natural sequel to this course.) Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

*On leave, 1982-83. F=fall semester only;
S=spring semester only.

DEGREES AND OTHER HONORS

Commencement May 23, 1982

HONORARY DEGREES

Doctor of Laws

Lawrence Lewis, Jr.
William P. Sidney, Viscount De L'Isle

Doctor of Letters

William S. Cohen

BACHELOR OF ARTS

Thomas Eggleston Adkins, Jr.	Richmond, Virginia
David Clark Ansell	Richmond, Virginia
Donald Leland Appich, Jr.	Richmond, Virginia
Blake Paul Auchmoody, Jr.	Richmond, Virginia
Timothy Wayne Benson	Daleville, Virginia
Wayne Jefferson Berry II	Richmond, Virginia
Edward Elza Blake	Virginia Beach, Virginia
Charles Phillips Bowles	Richmond, Virginia
David McClellan Brittigan	Lexington, Virginia
Archer Dane Byers	Keswick, Virginia
James Edward Cain	Richmond, Virginia
William Scott Campbell	Charleston, West Virginia
William Keith Cannady	Virginia Beach, Virginia
William Hopkins Carr	Portsmouth, Virginia
Michael Robert Chevalier	Concord, Virginia
John Edwin Clark	Danville, Virginia
Alexander Mallory Clarke, Jr.	Richmond, Virginia
James Alfred Lee Condrey	Virginia Beach, Virginia
Huestis Pratt Cook III	Richmond, Virginia
Thomas Swepston Cottrell	Richmond, Virginia
William Burwell Crenshaw	Richmond, Virginia
Gill Thaxton Crittenden	Richmond, Virginia
Mark Robert Cruise	Succasunna, New Jersey
Hugh Carleton Cunningham III	Farmville, Virginia
Ronald Bryan David	Richmond, Virginia
Shawn Patrick Dougherty	Linwood, Pennsylvania
Peter Sinclair Duffey	Franklin, Virginia
William McIlwaine Edmunds	McKenney, Virginia
Nelson Howard Cornwell Fisher	Wilsons, Virginia
Richard Girard Gerloff	Virginia Beach, Virginia
John Livingston Gibson III	Norfolk, Virginia
Scott Stephen Gilbride	Fairfax Station, Virginia
John Oliver Goddin	Alexandria, Virginia
Scott Campbell Goodman	Atlanta, Georgia
Curtis Dudley Gordon	Richmond, Virginia
Frank Bradley Gray, Jr.	Fredericksburg, Virginia
William Eugene Green, Jr.	Phenix, Virginia
James Benjamin Gurley	Roanoke, Virginia
Gifford Ray Hampshire	Clifton, Virginia

Dwight Richard Harris II	Columbus, Ohio
William Claiborne Harris	Rocky Mount, North Carolina
David Alexander Spotswood Heppner	Lynchburg, Virginia
William Galen Hobbs, Jr.	Newport News, Virginia
Frank Terry Hodges	Roanoke, Alabama
Jeffrey Sterling Holland	Charlottesville, Virginia
Kevin Loren Hubbard	Virginia Beach, Virginia
Forrest Christopher Hudson	Richmond, Virginia
Thomas Warren Hunnicutt	Hampton, Virginia
Roszell Dulany Hunter IV	Suffolk, Virginia
Edwin Nelson James	Lynchburg, Virginia
Gavin David Jeffs	Durham, North Carolina
John Maher Jenks	Richmond, Virginia
Alexander Ranlett Jordan	Richmond, Virginia
Paul Thomasson Kelley	West Point, Virginia
Bard Gould Kirkpatrick	Petersburg, Virginia
Timothy Benton Knight	Bena, Virginia
Steven Walper Knott	West Point, Virginia
William Harvey LeCompte	Richmond, Virginia
Richard Glenn Levy	Baltimore, Maryland
Edward Tinsley Mack	Orange, Virginia
James Derek Manley	Powhatan, Virginia
Lewis Burwell McClung	Salem, Virginia
Thomas Graves McClung	Salem, Virginia
Orgain Edward McCullough III	North Palm Beach, Florida
Bryant Clark McGann	Norfolk, Virginia
James Lloyd McGee, Jr.	Winston-Salem, North Carolina
Charles Vincent McPhillips	Norfolk, Virginia
Bruce Vincent Milam	Emporia, Virginia
Thomas Harlan Miller	Harrisonburg, Virginia
Michael Weilage Moeller	Salem, Virginia
Emmett Kyle Moore	Norfolk, Virginia
James Harvey Moore	Drakes Branch, Virginia
Joseph Knight Morgan	Gloucester, Virginia
Robert Thomas Newcomb	Raleigh, North Carolina
William Crenshaw Newman IV	Richmond, Virginia
Gary Wayne Norcross	Waynesboro, Virginia
Kevin Anthony Norris	Moscow, Pennsylvania
Charles Gordon Oakes	Winchester, Virginia
Jon Andrew Pace	Salem, Virginia
Raymond Douglas Parks	Mableton, Georgia
David Roger Phillips	Midlothian, Virginia
Foster Kevin Quarles	Hampton, Virginia
Benjamin Watkins Rawles III	Richmond, Virginia
Robert Worthington Remick	Norfolk, Virginia
William Jeffrey Roberts	Crewe, Virginia
Rodney Powell Ruffin	Winchester, Virginia
Daniel Lindsay Russell	Norfolk, Virginia
Kent Edward Schuster	Richmond, Virginia
William Allen Shelly	Hampton, Virginia
Parke Burrell Smith	Richmond, Virginia
Kenneth Edward Staab	Chapel Hill, North Carolina
Stephen Morton Stackhouse	Norfolk, Virginia
Thomas Emmett Sydnor	Charlottesville, Virginia
James Creede Taylor III	Radford, Virginia
Robert Phillip Terraneo	Williamsburg, Virginia
John Richard Thomas	Oakton, Virginia
Randall Louis Trespacz	Frammingham, Massachusetts
Henry Stewart Brent Vaughan	Prince Frederick, Maryland

Sean Daniel Wallace	Bowie, Maryland
Glenn Davenport Waters	Richmond, Virginia
Mark Maynard Jackson Webb	St. Simons Island, Georgia
Dirk Arthur Wiedeman	Ashland, Virginia
James Archie Williford	Richmond, Virginia
Brian Edwin Wood	Richmond, Virginia
Richard Antony Wright	Miami, Florida

**Pending confirmation of course work at the Institute of European Studies, Paris, France.*

BACHELOR OF SCIENCE

Victor Ricardo Alpizar	Carol City, Florida
John Ryan Anderson, Jr.	Virginia Beach, Virginia
Michael Joseph Breiner	Great Falls, Virginia
Corydon Baylor Butler, Jr.	Norfolk, Virginia
Tony Marsella Canody	Danville, Virginia
James Singleton Cofer	Norfolk, Virginia
Gregory Alan Currie	East Amherst, New York
Mark Allan Deaton	Martinsville, Virginia
David William Donovan	Framingham, Massachusetts
Michael John Garcia	Vienna, Virginia
William Beattie Hearst	Bristol, Virginia
Edmond Anderson Hooker	Richmond, Virginia
Neil Darren Huffman	Covington, Virginia
James Neal Hylton	Pulaski, Virginia
Alan Paul James	Clifton Forge, Virginia
Allyn Gardner Janney, Jr.	Richmond, Virginia
Richard Edgar Kellam	Belle Haven, Virginia
Lewis Dwight Kelley, Jr.	Richmond, Virginia
Timothy John Lass	Norfolk, Virginia
Richard Preston Leggett	Brookneal, Virginia
Richard Lawrence McGarry	Roanoke, Virginia
Leonard Orion Mills	Olney, Maryland
Richard Anthony Morrisett	Richmond, Virginia
Jesse Kitai Park	Northeast, Maryland
Frederick McArthur Robinson	Richmond, Virginia
David Edward Dominic Ross	Hopewell, Virginia
Richard Matthew Rummel	Tomahawk, Wisconsin
Gary Stuart Salsbery	Alexandria, Virginia
Joseph Reese Springer	Warrenton, Virginia
Thomas John Stabel	Virginia Beach, Virginia
Jeffrey Alan Thomas	Collinsville, Virginia
Heman Clifford Ward	Rockville, Maryland
Larry Gene Western	Vinton, Virginia
Robert Jay Wilson	Lewistown, Pennsylvania
David Ammen Worrell II	Radford, Virginia

TROPHIES AND AWARDS PRESENTED AT GRADUATION

THE GAMMON CUP

Given in memory of Dr. Edgar G. Gammon, pastor of College Church 1917-1923 and President of the College 1939-1955, to the member of the graduating class who has best served the College. Character, scholarship, and athletic ability are considered.

1982 Recipient: Thomas Eggleston Adkins '82

THE ALGERNON SYDNEY SULLIVAN MEDALLIONS

Given annually in honor of its first president, Algernon Sydney Sullivan, by the New York Southern Society. One recipient of this award is a member of the graduating class who has distinguished himself for excellence of character and generous service to his fellows. The other recipients are chosen from those friends of the College who have been conspicuously helpful to and associated with the institution in its effort to encourage and preserve a high standard of morals.

1982 Recipients: Rodney Powell Ruffin '82
T. Kyle Baldwin '39
Richard Clare McClintock
Louis Alexander Wacker

ANNA CARRINGTON HARRISON AWARD

Given annually, in memory of his mother, through the generosity of Mr. Fred N. Harrison of Richmond, Virginia, to the junior or senior who has shown the most constructive leadership in each school year.

1982 Recipient: Jon Andrew Pace '82

CABELL AWARD

Given to "a Hampden-Sydney faculty member in recognition of outstanding classroom contribution to the education of Christian young men." The Cabell award was created by the Robert G. Cabell III and Maude Morgan Cabell Foundation to assist the College in attracting and keeping professors of high ability and integrity.

1982 Recipient: Alan Ford Farrell

THE SAMUEL S. JONES PHI BETA KAPPA AWARD

Given by the Eta of Virginia Chapter in recognition of intellectual excellence. The award is

made possible by the generosity of the alumnus, Class of 1943, whose name it bears.

1982 Recipient: William Raphael Lee

THE SENIOR CLASS AWARD

Given by the Senior Class at Commencement to a member of the faculty, administration, or College staff who in the eyes of the Class members has contributed during their four years most significantly to the College, her students, and community.

1982 Recipient: Lewis H. Drew '60

PHI BETA KAPPA

Thomas Eggleston Adkins, Jr. '82
John Ryan Anderson, Jr. '82
Alexander Mallory Clarke, Jr. '82
Huestis Pratt Cook III '82
Mark Arey Deaton '82
David William Donovan '82
William Claiborne Harris '82
Richard Preston Leggett '82
Bryant Clark McGann '82
Timothy Gerard McGarry '83
Charles Vincent McPhillips '82
Thomas Harlan Miller '82
David Edward Dominic Ross '82
Glenn Davenport Waters '82
Larry Gene Western '82

OMICRON DELTA KAPPA

Thomas Eggleston Adkins, Jr. '82
John Ryan Anderson, Jr. '82
Theodore Phillips Chambers '82
Alexander Mallory Clarke '82
Frederick Andrew Cook III '83
Huestis Pratt Cook III '82
John Curtis Dickinson '83
David William Donovan '82
Dwight Richard Harris II '82
Timothy John Lass '82
William Harvey LeCompte '82
Richard Preston Leggett '82
Bryant Clark McGann '82
Timothy Gerard McGarry '83
James Lloyd McGee, Jr. '82
Charles Vincent McPhillips '82
Thomas Harlan Miller '82
Kevin Anthony Norris '82
Jon Andrew Pace '82
Rodney Powell Ruffin '82
Larry Gene Western '82

MERIT SCHOLARS

1982-83

ALLAN SCHOLARS

Patrick Kevin Anonick
 Sutton Pelot Baldwin
 Keith Forrester Batts
 Richard Michael Benjamin
 Michael Robert Boudreau
 Gregory Alan Brandt
 Bruce Darren Burns
 Bradley Henry Cary
 Alan Fletcher Garrison
 Wayne Roger Gladin
 Sean David Gregg
 Carl Edward Henry
 Mark Nathan Hinckley
 Joel Collier Hutcheson
 Lance Arlington Jackson
 Richard Allen Lanham, Jr.
 Randolph Edward Link
 Charles Franklin Martin
 David Paul McEndorfer
 Kenneth Gardner Pankey, Jr.
 Nathanael Kevin Pendley
 Michael Steven Quesenberry
 John Robert Rice
 Thomas Jackson Robertson, Jr.
 David Banks Simmons
 William James Young

PATRICK HENRY SCHOLARS

George William Bailey
 Bobby Eugene Brady, Jr.
 Alton Ervin Bryant III
 Philip Edwards Harper
 Joseph Nicholas Jackson
 Timothy Gerard McGarry
 Christopher Michael Nicklo
 Michael Amedeo Prizzi
 Peter Robert Quarles
 Theophilus Feild Russell
 Arthur Harrison Sperry
 Wallace Clements Tarry
 Eric William Uhtenwoldt
 Timothy Propus Veith
 Mark Andrew Wheeler

VENABLE SCHOLARS

Steven Brad Arington
 David Wallace Blankenship
 Richard William Bramhall
 John Conway Callahan
 Fred Leland Campbell III
 Preston Paul Campbell
 John Guerrant Dickenson, Jr.
 John Curtis Dickinson
 James Blaine Dykes IV
 John Kirby Evett
 James Graham Gamble, Jr.
 Roger Arthur Glover III
 David Neal Heaton
 William Leonard Hilton
 Gary Franklin Holland
 Robert Bradford Houska
 Garrett Chapman Jeter
 David Fitzgerald Jones
 Mario Rene Llaneras
 Kenton Lee Mackey
 Louis Edward Nelsen III
 James Maurice Nottingham
 William Banks Peterson
 Allan Albert Sanders
 Jeffrey Manss Stedfast
 Steven Eugene Taylor
 John Scott Thomas
 Michael Clyde Tomkies
 William Louis Usnik
 Alton Russell Watson
 Frank Lee Wheeler
 Stephen Scott Young

LEADERSHIP AWARDS

Gregory Wayne Brooks
 James Bernard Cook
 William Mark Conger
 Meade Castleton Edmunds III
 Maurice Antonia Jones
 Gary Loren Kessler
 Ronald Foster Matthews
 John Robert McGhee, Jr.
 Stephen Frederick Parsons
 Frank Bradley Pyott
 Thomas Alexander Robinson

STUDENTS 1981-82

FRESHMEN

Abernathy, Douglas Wade	Richmond, Virginia
Adams, Colon Mark	Midlothian, Virginia
Adenauer, Carl Daniel	Colonial Heights, Virginia
Allen, James David	Forest, Virginia
Altizer, Christopher Crowley	Roanoke, Virginia
Ames, John Wilkins III	Newport News, Virginia
Aponte, John B.	Hopewell, Virginia
Apostle, Christopher Thomas	Winchester, Virginia
Apperson, Eric Edward	Chambersburg, Pennsylvania
Armstrong, John Davisson	Buena Vista, Virginia
Arrowsmith, Thomas Riney	Bethesda, Maryland
Asam, Stephen Adolf	Daleville, Virginia
Bailey, George William	Summersville, West Virginia
Baker, John Thomas	Lexington, Virginia
Baker, Robert Edward	Birmingham, Alabama
Banning, Scott Justis	Hyattsville, Maryland
Barbieri, Michael Francis	Hilton Head Island, South Carolina
Barlow, Jon Bradley	Glastonbury, Connecticut
Baronian, Steven Aram	Richmond, Virginia
Barrs, William Newcomb	Jacksonville, Florida
Bartlett, Benjamin Lovell	South Kent, Connecticut
Basilone, John Edward	Alexandria, Virginia
Batten, Peter Anthony	Newport News, Virginia
Beach, Richard Paul	Alexandria, Virginia
Benjamin, Richard Michael	Cassville, New York
Blanchard, Scott Carleton	Williamsburg, Virginia
Blankenship, David Wallace	Vinton, Virginia
Blanton, Andrew	Richmond, Virginia
Bossert, Alexander Vincent	Dayton, Ohio
Boswick, Gary Wayne	Hampton, Virginia
Boudreau, Michael Robert	Greensboro, North Carolina
Bourne, Thomas Franklin	Atlanta, Georgia
Boushall, John Heck III	Tampa, Florida
Boyer, Mark Jeffrey	Danville, Virginia
Bradley, Mark Allen	Richmond, Virginia
Bragg, Laurence Dickerson	Virginia Beach, Virginia
Brandt, Gregory Alan	Carlisle, Pennsylvania
Brannon, Warren Cloud, Jr.	Burlington, North Carolina
Brooks, Gregory Wayne	Fort Worth, Texas
Brown, James Francis	Annapolis, Maryland
Brown, William Angus, Jr.	Richmond, Virginia
Bryant, Alton Ervin III	Richmond, Virginia
Burchett, Michael Andrew	Charlottesville, Virginia
Burke, William Thomas	Lovettsville, Virginia
Burt, Thomas Blake	Virginia Beach, Virginia
Byrd, Samuel Jay	Suffolk, Virginia
Calderone, Benjamin A.	Corry, Pennsylvania
Camden, David Barnes	Richmond, Virginia
Camp, Robert Hill	Franklin, Virginia
Cantus, Charles Hollister	McLean, Virginia
Cary, Bradley Henry	LaGrange, Virginia
Cerf, Kenneth Albert, Jr.	Baltimore, Maryland
Chess, Taylor Olcott	Fairfax, Virginia
Cincotta, James Joseph	Cotuit, Massachusetts
Clark, Harrison Leonardo	Danville, Virginia
Clark, William Callaway III	Virginia Beach, Virginia
Clarkson, Robert Heriot	Charlotte, North Carolina
Claverie, Maumus Francois III	New Orleans, Louisiana
Cochran, Charles Raymon	Newport News, Virginia
Conger, William Mark	Statesville, North Carolina
Cornell, Michael King	Alexandria, Virginia
Cosnotti, Samuel Joseph III	Roanoke, Virginia
Cowan, Frank Neil, Jr.	Midlothian, Virginia
Cox, Todd Byron	Bedford, Virginia
Craddock, Claiborne Watkins	Lynchburg, Virginia
Crawford, Gegan Thomas	Glen Arm, Maryland
Crow, Russell Allen	Salem, Virginia

Curlee, Clifford Andrew	Richmond, Virginia
Curley, Jeffrey Allen	Keysville, Virginia
Curran, Robert E. J.	Media, Pennsylvania
Curry, Jeffrey Hulme	Pittsburgh, Pennsylvania
Daniel, Nelson Wright, Jr.	Roanoke, Virginia
Delaney, Marc Vincent	Springfield, Massachusetts
Dent, Peter Smith	Wilmington, Delaware
Dietz, Robert Scott	Richmond, Virginia
Dillion, William Brian	Roanoke, Virginia
Dillon, Stephen Knight	Pittsford, New York
DuPuis, Arthur Pendleton	Wytheville, Virginia
Duke, Robert McClure	San Francisco, California
Dutton, David Haynes	Williamsburg, Virginia
Edens, Dornton Kirk	South Hill, Virginia
Eley, Stephen Briggs	Mathews, Virginia
Ellis, John Christopher	Midlothian, Virginia
Emond, Lee Thomas	Birmingham, Alabama
Evans, Stephen Edwin	Alexandria, Virginia
Evet, John Kirby	Norfolk, Virginia
Farina, Kevin Blair	Miller School, Virginia
Farthing, William Howell, Jr.	Roanoke, Virginia
Field, Jeffrey Garnett	Bedford, Virginia
Finney, John Scott	Gloucester, Virginia
Flemming, Harry Todd	Winchester, Virginia
Flint, Wayne Toriran	Buena Vista, Virginia
Foley, Richard Douglas	Hampton, Virginia
Forbes, John McCorkle	Suarts Draft, Virginia
Ford, Geoffrey Beauchamp	Charlottesville, Virginia
Forloines, Grover Michael	Charlottesville, Virginia
Frampton, William Wallace, Jr.	Charleston, South Carolina
Frith, William Roger	Warwick, Bermuda
Frye, James Crawford	Lake Toxawdy, North Carolina
Fucella, Michael David	Oakdale, Pennsylvania
Furr, John Happer, Jr.	Norfolk, Virginia
Gant, John Alfred	Birmingham, Alabama
Gardner, William Ryland III	Richmond, Virginia
Garrett, Mark Drew	High Point, North Carolina
Garvey, Alfred Hamilton, Jr.	Greensboro, North Carolina
Gibson, Charles Merritt III	Chapel Hill, North Carolina
Gibson, James Dunleavy	Joppa, Maryland
Godek, Michael Scott	Hauppauge, New York
Godsey, Richard Stancell	Petersburg, Virginia
Goodchild, Peter Anthony Clay	Stamford, Connecticut
Grace, Michael Joseph	Roanoke, Virginia
Green, Walter Nils III	Mobile, Alabama
Grow, Scott Joseph	Richmond, Virginia
Haase, Milton Ronald Brandon, Jr.	Dunwoody, Georgia
Hagan, Forrest Lee III	Commerce, Georgia
Hamilton, Michael Bradley	Greenwood, South Carolina
Hankins, Matthew Gilbert	Blacksburg, Virginia
Hardin, John Haywood	Raleigh, North Carolina
Harnack, Edwin Louis III	Bent Mountain, Virginia
Hatz, Thomas Shipman	Richmond, Virginia
Haynie, David Vincent, Jr.	Reedville, Virginia
Henderson, Vincent Hale	Richmond, Virginia
Hernholm, Jeffrey Steven	Alexandria, Virginia
Hess, Phillip Anthony	Buena Vista, Virginia
Hickman, Thomas Algernon, Jr.	Painter, Virginia
Hilton, William Leonard	Towson, Maryland
Hodge, Jay Christopher	Norfolk, Virginia
Hodge, Michael James	Gainesville, Florida
Hodges, William Todd	West Point, Virginia
Hodges, William Wilson, Jr.	Midlothian, Virginia
Hoey, Brian Anthony	Baltimore, Maryland
Holland, John Elton	Richmond, Virginia
Hollowell, John Warren	Portsmouth, Virginia
Hubbard, William John	Richmond, Virginia
Hubert, Richard Stephen	Richmond, Virginia
Hudson, Stephen Eugene	Madison Heights, Virginia
Hughes, Phillip Richard	Newington, Virginia
Hultslander, Robert Wood, Jr.	Springfield, Virginia
Hutcheson, Joel Collier	Blacksburg, Virginia
Jagasich, Diana Eva	Hampden-Sydney, Virginia
Jamison, Thomas Wyndham, Jr.	Roanoke, Virginia

Jett, Page Alexander	Norfolk, Virginia
Johnson, Eugene Charles, Jr.	Orlando, Florida
Johnson, Kyle McWhorter	Blacksburg, Virginia
Jones, Jeffrey Wayne	Concord, Massachusetts
Jones, Timothy Nolan	Buena Vista, Virginia
Karslake, William Gale, Jr.	Hickory, North Carolina
Kaufman, Brian David	Durham, North Carolina
Kelley, Eric Hamilton	Richmond, Virginia
Kelly, Clyde Bowen	West Point, Virginia
Kelly, William Patrick, Jr.	Charleston, South Carolina
Kennedy, Robert Douglas	Stamford, Connecticut
King, Charles Burke	Gloucester, Virginia
Kling, Frank Frederick	St. Louis, Missouri
Knox, William Clarence III	Chesapeake, Virginia
Koehring, Joseph Prince	Alexandria, Virginia
Kravitz, Stephen Barry	Atlanta, Georgia
Lackey, Hal Vernon III	Collinsville, Virginia
Lanham, Brian James	Glen Arm, Maryland
Lawley, William Davis, Jr.	Pepper Pike, Ohio
Lawson, Robert Ralph	Virginia Beach, Virginia
Legg, David Bramley	Newport News, Virginia
Lewis, Geoffrey John	Orchard Park, New York
Lewis, Lynwood Wayne	Parkley, Virginia
Lewis, Thomas Logan	New Orleans, Louisiana
Lineweaver, John Hinton	Greensboro, North Carolina
Lipscomb, Joseph William	Richmond, Virginia
Lipson, Perry Scott	Marlboro, New Jersey
Lisner, Peter Johnston	Short Hills, New Jersey
Loos, Earl Don III	Martinsville, Virginia
Lord, James Stephen, Jr.	Winston-Salem, North Carolina
Lorentzen, Paul D.	Greenwood, Virginia
Machiorlete, Robert Louis, Jr.	Allentown, Pennsylvania
Marshall, Christopher Channing	Norfolk, Virginia
Matheson, James Cobb	Alexandria, Virginia
Mayeske, John Mark	Bowie, Maryland
McCarthy, Shaun M.	Metairie, Louisiana
McCraw, James Brown	Greenville, South Carolina
McCusty, Michael Sean	Charlottesville, Virginia
McElroy, Randolph Williams, Jr.	Manakin-Sabot, Virginia
McEnderfer, David Paul	Harrisonburg, Virginia
McGee, Edgar Harris	Winston-Salem, North Carolina
McGolrick, William John	Manassas, Virginia
McInnis, Joseph Edward	Richmond, Virginia
Mencini, Jeffrey Michael	Virginia Beach, Virginia
Miller, Michael Douglas	Kingsport, Tennessee
Mitchell, Jay Douglas	Atlanta, Georgia
Mitchell, Kevin Ray	Lynchburg, Virginia
Moerschell, Philip George	Virginia Beach, Virginia
Moore, Brian Artis	Woodbridge, Virginia
Moore, Ernest Edward III	Glen Allen, Virginia
Morris, Anthony Preston	Dallas, Texas
Morris, Derrik Richard Gregory	Philadelphia, Pennsylvania
Morrison, Joseph Scott III	Lebanon, New Jersey
Mulligan, John William	Hong Kong
Natvig, Gregory Ralph	Richmond, Virginia
Neal, Gregory Kent	Bedford, Virginia
Neal, Steven Wade	Lynchburg, Virginia
Newton, Donald Laskey	New Orleans, Louisiana
Nottingham, Robert Reid	Richmond, Virginia
Novak, Robert Dee, Jr.	Waynesboro, Virginia
Nunnally, Paul Carlton	Richmond, Virginia
O'Brien, Edward Charles	Chattanooga, Tennessee
O'Rourke, Kevin Scott	Huntington, New York
Oakes, Craig Smith	Baldwinsville, New York
Obeck, Kurt Michael	Hampton, Virginia
Oldenburg, Richard Lawson	Chapel Hill, North Carolina
Oschell, William Joseph	Greensboro, North Carolina
Pankey, Kenneth Gardner, Jr.	Richmond, Virginia
Parsons, Douglas Allan	Franklin, Virginia
Peabody, Brian Walter	Grosse Pointe, Michigan
Pediaditakis, Peter	Raleigh, North Carolina
Peek, Julius Winfry, Jr.	Cedartown, Georgia
Peterson, Robert Jeffrey	Chester, Virginia
Peterson, William Banks, Jr.	Martinsville, Virginia

Pierce, Joseph James	Midlothian, Virginia
Pontius, Joseph Gilmore	Lancaster, Pennsylvania
Pournaras, William Stephen	McLean, Virginia
Pratt, Thomas Nathaniel	Beaufort, South Carolina
Quarles, Peter Robert	Yorktown, Virginia
Quesenberry, Michael Stephen	Pulaski, Virginia
Raine, Michaux IV	Rocky Mount, Virginia
Resico, John Thomas, Jr.	Rocky Mount, Virginia
Revercomb, Stuart Hughes	Roanoke, Virginia
Richards, Thomas Stephen	Lynchburg, Virginia
Rives, John Mallory	Hopewell, Virginia
Robertson, John Battle II	Raleigh, North Carolina
Rogers, Richard Eugene, Jr.	Williamston, North Carolina
Rossetti, Richard Angelo	Everett, Massachusetts
Royals, Claude Landon	Williamsburg, Virginia
Ruocco, Neil Thomas	Danville, Virginia
Sadler, John Anderson	Richmond, Virginia
Sanders, Allan Albert	Mountain Home, North Carolina
Secor, James Demarest III	Tuckahoe, New York
Sheppard, Joseph Brian	Richmond, Virginia
Sheridan, John Valentino	Macon, Georgia
Shippe, John Joseph, Jr.	Vienna, Virginia
Simmons, David Banks	Lakeland, Florida
Simms, Bradley Scott	Martinsville, Virginia
Skeens, Edmond Lee	Chester, Virginia
Slunt, James Grover	Baltimore, Maryland
Smith, Bradley Scott	Baldwin, Maryland
Smith, Peter Gregory	Hendersonville, North Carolina
Smith, Phillip Dwight	Miami, Florida
Smith, Richard Alston	Falls Church, Virginia
Smith, William Bruce	Richmond, Virginia
Smithwick, Edward Crump	Memphis, Tennessee
Snavely, George Yancey	Midlothian, Virginia
States, Michael Edward	Chesapeake, Virginia
Stecker, John Franklin	Norfolk, Virginia
Steele, Richard Floyd Burke III	Petersburg, Virginia
Steinbrick, David Mark	Putnam, Connecticut
Steinke, David Paul	Roanoke, Virginia
Stevenson, John Cantey III	Richmond, Virginia
Stone, Arthur Campbell, Jr.	Raleigh, North Carolina
Strickland, Peter Briggs	Chapel Hill, North Carolina
Suazo, Philip Antonio	Falls Church, Virginia
Swanson, William Claiborne	Springfield, Virginia
Tankard, John Edmund III	Franktown, Virginia
Tawney, William P.	Franklin, Virginia
Taylor, Gene Andrews, Jr.	Boykins, Virginia
Taylor, Owen Losson	Virginia Beach, Virginia
Terry, Daniel Alan	Matthews, North Carolina
Thackston, Turner Bartlett IV	Charlotte, North Carolina
Thompson, Timothy Hamilton	Norfolk, Virginia
Thompson, Triplett Knight	Richmond, Virginia
Thomson, Donald Winston	Richmond, Virginia
Thomson, John Scott	Front Royal, Virginia
Throckmorton, Marshall Dean	Scottsburg, Virginia
Tolley, Eugene Thomas III	Danville, Virginia
Townsend, Fred A.	Dover, Delaware
Tredway, David Hunter	Oxford, Georgia
Trevarthen, William Gregory	Williamsburg, Virginia
Trevillian, William Blackwell III	Charlottesville, Virginia
Trovillion, Raleigh Andrews	St. Louis, Missouri
Tucker, Howard David	McLean, Virginia
Turner, John Penn	Richmond, Virginia
Usnik, William Louis	Paoli, Pennsylvania
Van Blokland, Frederik Beelaerts	Kuwait City, Kuwait
Veith, Timothy Propus	Ridgeway, Virginia
Vickery, Eugene Benton III	New Orleans, Louisiana
Von Korff, Sebastian Rupert	Delray Beach, Florida
Wagner, George Plater III	Virginia Beach, Virginia
Walker, John David	Glen Allen, Virginia
Wallace, Brian Morse	Annandale, Virginia
Ware, Marshall Taylor, Jr.	Richmond, Virginia
Warren, James David	Madison Heights, Virginia
Watson, Alton Russell	Rockmart, Georgia
Weekes, Lester Herbert	Huntington, New York

Weiden, Anthony Ernest	Charleston, West Virginia
Wells, Robert Lee II	Bedford, Virginia
Wheeler, Frank Lee	South Hill, Virginia
Wheeler, Mark Andrew	Salem, Ohio
Whitley, Tracy Lee	Chesapeake, Virginia
Williams, Patrick C. III	Charleston, West Virginia
Williamson, Dan Scott, Jr.	Fredericksburg, Virginia
Willis, Lee Rean	Wytheville, Virginia
Wilshire, William Murray III	Virginia Beach, Virginia
Wilson, Ward Perry	Tazewell, Virginia
Womack, Tony Neil	Arlington, Virginia
Wood, Steven Lee	Waynesboro, Virginia
Wright, Henry William	Richmond, Virginia
Yeganeh, Michael Larizadeh	Timonium, Maryland
Yoder, Paul Bryant	Winston-Salem, North Carolina
Young, Berkeley Wilson	Spartanburg, South Carolina
Young, Philip Bradford	Rosemont, Pennsylvania
Ziegler, Theodore Russell	Arcola, Virginia

SOPHOMORES

Agee, Charles Elkin III	Richmond, Virginia
Arias, David Anthony	Virginia Beach, Virginia
Atkinson, Thomas Ray	Atlanta, Georgia
Baldwin, Sutton Pelot	Sandston, Virginia
Barzizza, Thomas Michael	Memphis, Tennessee
Baugh, Emerson Daniel III	Kenbridge, Virginia
Bentivegna, Joseph	South Setauket, New York
Blanchard, Thomas Randall	Williamsburg, Virginia
Blanton, Edward Lee III	Glen Arm, Maryland
Blocker, Willoughby Charles, Jr.	Louisville, Kentucky
Blow, Allen Cooke	Gloucester, Virginia
Borchardt, David Charles	Charlottesville, Virginia
Bowerman, Dennis Warren	Roanoke, Virginia
Bowling, Thomas Barksdale, Jr.	Christiana, Delaware
Bowman, Donald Campbell, Jr.	Columbus, Georgia
Boyajian, Steven Robert	Lake Forest, Illinois
Boyd, Howard Hailey Rutherford	Atlanta, Georgia
Boyd, Howard Lance	Springfield, Virginia
Burge, John McDonald III	Louisville, Kentucky
Burrows, John Reynolds	Virginia Beach, Virginia
Burton, Scott Gregory	Roanoke, Virginia
Bussells, Barbour Scott	Richmond, Virginia
Buta, George Ewing	Salem, Ohio
Callahan, John Conway	Sterling, Virginia
Chassey, Richard Allen	Hampden-Sydney, Virginia
Clary, Donald Wayne	Chase City, Virginia
Clemmer, Thomas Franklin III	Staunton, Virginia
Clifford, Andrew Holbrook	Falls Church, Virginia
Close, Stuart McClay	Fairfax, Virginia
Colclough, Philip Andrew III	Alexandria, Virginia
Coles, Joseph John	Piscataway, New Jersey
Cornell, Robert Carlson	Richmond, Virginia
Cowley, Kevin Craig	College Park, Maryland
Cozart, William Charles	Raleigh, North Carolina
Crooks, Lewis Daniel III	Midlothian, Virginia
Crouch, Robert Jackson	Richmond, Virginia
Davis, John Aldeman	Richmond, Virginia
Dickerson, Robert Claude	Hot Springs, Virginia
Doggett, Frederick Elmer, Jr.	Mechanicsville, Virginia
Drake, David Gregory	Cotuit, Massachusetts
DuPuis, Robert Thomsen, Jr.	Wytheville, Virginia
Dunn, Warren Kenneth	Annandale, Virginia
Eliades, Elliot Thomas	Hopewell, Virginia
Elliott, Donald Bruce	Richmond, Virginia
Enroughty, William Wayne, Jr.	Highland Springs, Virginia
Evans, Nathanael Cameron	Alexandria, Virginia
Farina, Louis Donald, Jr.	Miller School, Virginia
Farmer, Marshall Orr	Anderson, South Carolina
Fisher, Christopher Palmer	Frederick, Maryland
Florence, William David	Weyers Cave, Virginia
Frazier, John Richard, Jr.	Roanoke, Virginia
Friend, Jeffrey Neville	Mobile, Alabama
Gamble, James Graham, Jr.	Farmville, Virginia

Gardner, Roger Whitney	Orange, Virginia
Garrison, Alan Fletcher	Staunton, Virginia
Gibbs, Wallace Duncan III	Charlotte, North Carolina
Given, Robert Wilkins	Norfolk, Virginia
Gleusner, George Francis	East Setauket, New York
Gray, John Ira III	Richmond, Virginia
Gregg, Sean David	Orange, Virginia
Griego, Frederick T.	East Haven, Connecticut
Grimball, George Elliott III	Charleston, South Carolina
Groh, Alan Jefferson	Virginia Beach, Virginia
Gross, Gerhard Peter	Madrid, Spain
Grow, Eric Anthony	Richmond, Virginia
Grubbs, Robert William, Jr.	Mineral, Virginia
Haines, John Kellogg	Vienna, Virginia
Hardell, Peter Andrew	Blacksburg, Virginia
Harper, Philip Edwards	Winchester, Virginia
Haste, Thomas Erie III	Hertford, North Carolina
Heaton, David Neal	Columbia, South Carolina
Helm, DeWitt Frederick III	Richmond, Virginia
Hoblitzell, Peter Arrell Browne III	Owings Mills, Maryland
Hodges, Michael David	Norfolk, Virginia
Hofslokken, Rune Joar	Virginia Beach, Virginia
Holcomb, Matthew Harrison	Richmond, Virginia
Hood, William Croghan	Arlington, Virginia
Hopper, Edmund John	Amman, Jordan
Houska, Robert Bradford	Blacksburg, Virginia
Howell, James Sager	Suffolk, Virginia
Hudgins, William Alexander	Norfolk, Virginia
Hurt, William Travis, Jr.	Norfolk, Virginia
Jeter, Brian Preston	Midlothian, Virginia
Jeter, Garrett Chapman	Ronceverte, West Virginia
Johnson, Jonathan Scott	Lutherville, Maryland
Johnson, Mark Allen	Roanoke, Virginia
Johnson, Richard Burke, Jr.	West Point, Virginia
Johnson, Richard Lake	Newport News, Virginia
Jonak, Lawrence Overton	Norfolk, Virginia
Jones, David Fitzgerald	Townsend, Virginia
Jones, William Bryan	Memphis, Tennessee
Kanelos, Peter George	Williamsburg, Virginia
Kellam, Steven Wilson	Richmond, Virginia
Kelly, David Lee III	Winston-Salem, North Carolina
Kroll, Jeffrey Allen	Norfolk, Virginia
Lanham, Richard Allen, Jr.	Glen Arm, Maryland
Lee, Dennis William	Coram, New York
Levenson, Phillip Andrew	Oxford, North Carolina
Lewis, Charles Melville II	Charlottesville, Virginia
Linden, William Edgar III	Herndon, Virginia
Lipscomb, Michael Edwin	Richmond, Virginia
Llaneras, Mario Rene	Fairfax, Virginia
Loh, Eng Kuan	Penang, Malaysia
Lovelace, Charles Thomas	South Boston, Virginia
Mackey, Kenton Lee	Waynesboro, Virginia
Mahan, Jeffrey Stewart	Norfolk, Virginia
Marousek, Michael James	Alexandria, Virginia
Martin, Robert Preston	Boones Mill, Virginia
Martin, William Joseph	Prospect, Kentucky
McCall, Marshall Edwin, Jr.	Lexington, Virginia
McCammond, Donald Barr, Jr.	Richmond, Virginia
McGee, Robert Matthew	Richmond, Virginia
McGehee, William Overton	Palmyra, Virginia
McJunkin, John Goode	Kingsport, Tennessee
Metzger, Joseph Henry III	Richmond, Virginia
Miller, Michael James	Norfolk, Virginia
Modlin, Brian Davis	Smithfield, Virginia
Moles, Michael Landon	Waynesboro, Virginia
Moore, David Kelley	Norfolk, Virginia
Morton, Claiborne Barksdale III	McLean, Virginia
Moseley, James Francis, Jr.	Jacksonville, Florida
Nelson, Robert Christopher	Virginia Beach, Virginia
Neubach, William Gerry	Winston-Salem, North Carolina
Nichols, Neal Anthony	Richmond, Virginia
Nolan, Alexander Alan	Roanoke, Virginia
Nottingham, Troy Walker	Cape Charles, Virginia
Owens, William Alfred, Jr.	Bluefield, West Virginia

Park, Lawrence Kisong	Northeast, Maryland
Parsons, Randolph Lewis	Norfolk, Virginia
Parsons, Stephen Frederick	Winston-Salem, North Carolina
Paulette, Philip Edward	Appomattox, Virginia
Pendley, Nathanael Kevin	Madisonville, Kentucky
Pierpaoli, Paul George	Richmond, Virginia
Pittman, Virginius Sebrell II	Louisville, Kentucky
Plunkert, Stephen Leonard	Baltimore, Maryland
Powell, Frank Stanton	Newnan, Georgia
Prizzi, Michael Amedeo	Baldwin, Maryland
Pruitt, Brian William	Onley, Virginia
Ramos, Luis Antonio	Chicago, Illinois
Richardson, Jeffrey Reese	Virginia Beach, Virginia
Roach, George Amory	Danville, Virginia
Roberts, Lucien Wood III	South Boston, Virginia
Robertson, Thomas Jackson, Jr.	Suffolk, Virginia
Roest, Charles Arthur	Richmond, Virginia
Rogers, Henry Moore III	Norfolk, Virginia
Rosenberger, Francis Dennis II	Springfield, Virginia
Ross, Bruce Campbell	Roanoke, Virginia
Russell, Theophilus Feild	Norfolk, Virginia
Sager, Andrew Roberts	Danville, Virginia
Scarborough, Thomas York	Lafayette, Louisiana
Scarborough, Vincent Roddy	Lanham, Maryland
Schiffert, Craig Andrew	Nutley, New Jersey
Scoggins, Harold Bremer III	Annandale, Virginia
Segar, Samuel Barron III	Norfolk, Virginia
Simpson, William DeForest	Winston-Salem, North Carolina
Slattum, Keith Brian	Virginia Beach, Virginia
Slaydon, Robert Mark	Roanoke, Virginia
Smith, Glenn Daniel	Randolph, New Jersey
Smith, Lawrence Norfleet, Jr.	Suffolk, Virginia
Snesd, Christopher Forrest	Richmond, Virginia
Snow, Gareth Gawain	Vinton, Virginia
Sperry, Arthur Harrison	Woodbridge, Connecticut
Stevens, Ward William III	Roanoke, Virginia
Stringfield, James Albert, Jr.	Mauldin, South Carolina
Tarry, Wallace Clements	Oxford, North Carolina
Thomas, John Scott	Clarks Summit, Pennsylvania
Thompson, Raymon Hudgins	Annandale, Virginia
Tilley, Craig Allen	Raleigh, North Carolina
Tyler, William Montague	Leesburg, Virginia
Uhtenwoldt, Eric William	Dickson, Tennessee
Valentine, David Lynn	Virginia Beach, Virginia
Vayvada, Michael Joseph	Charlottesville, Virginia
Venters, Wayne Victor III	Wilmington, North Carolina
Waldron, Adam Alexander	Chadds Ford, Pennsylvania
Walker, John Luke	Washington, D.C.
Wallace, Otway Byrd	Richmond, Virginia
Ward, Gregory Dale	Chesapeake, Virginia
Ware, Alexander Hopper	Richmond, Virginia
Warner, Harry Hathaway, Jr.	Lexington, Virginia
Warren, Steven Harris	Richmond, Virginia
Waterbury, Drew	St. Petersburg Beach, Florida
Webber, Walter Nelson III	Lynchburg, Virginia
White, David Hampton, Jr.	Lynchburg, Virginia
Williams, Richard Thurston	Middleburg, Virginia
Young, Armistead Churchill IV	Richmond, Virginia

JUNIORS

Alley, Gregory Scott	Virginia Beach, Virginia
Atwill, Edward Bennett	Richmond, Virginia
Aulebach, Richard Clayton	Chappaqua, New York
Ault, James Burwell	Virginia Beach, Virginia
Barbour, William, Jr.	Crozet, Virginia
Batts, Keith Forrester	Farmville, Virginia
Beard, Phillip Leon	Farmville, Virginia
Bennett, Herbert Morton	Fayetteville, West Virginia
Benvissuto, Robert Anthony	Bridgewater, Massachusetts
Best, Charles William III	Virginia Beach, Virginia
Billings, Charles Moore IV	Charlotte, North Carolina
Bishop, William Paca	Wilmington, Delaware

Boafo, Joseph Kwasi N.	Kumasi-Ghana
Bonaventura, Robert Joseph	Dix Hills, New York
Bowles, Charles Phillips III	Richmond, Virginia
Boyce, John Trevor	Pittsburgh, Pennsylvania
Breeden, Edward Lebbaeus IV	Norfolk, Virginia
Bruner, Eugene Rogers	Richmond, Virginia
Bruni, Richard McNeill	Richmond, Virginia
Bunting, Steven Carlyle	Danville, Virginia
Burroughs, Thomas Chalmers	Raleigh, North Carolina
Callis, Dwayne Nelsen	West Point, Virginia
Cameron, Edmund McCullough III	Morehead City, North Carolina
Campbell, Fred Leland III	Chesapeake, Virginia
Campbell, Preston Paul	Fredericksburg, Virginia
Chambers, Theodore Phillips	Baltimore, Maryland
Clifton, Jeffrey Allen	Danville, Virginia
Cobb, Howard Perry III	Putnam Valley, New York
Cofer, James Singleton	Norfolk, Virginia
Collins, David Athell	Charleston, South Carolina
Conte, Anthony Brian	Charlottesville, Virginia
Cook, Frederick Andrew III	Radford, Virginia
Craft, George Francis II	Roanoke, Virginia
Daly, Christopher Hume	Richmond, Virginia
Dickinson, John Curtis	Fredericksburg, Virginia
Dietz, Wallace Moncure	Richmond, Virginia
Dill, Matthew Thompson	Jacksonville, North Carolina
Duffy, James	Lynchburg, Virginia
Dunbar, Brian Holt	Roanoke, Virginia
Dyer, Brian Stovall	Richmond, Virginia
Edmunds, Meade Castleton III	Clifton Forge, Virginia
Enroughty, Christopher James	Richmond, Virginia
Farrand, Todd Steevens	Norfolk, Virginia
Flynn, Daniel Vincent, Jr.	Earlsville, Virginia
Fozo, Paul Robert, Jr.	Virginia Beach, Virginia
French, William McLean	Gladwyne, Pennsylvania
Friedman, Charles Frederick III	Lexington, Virginia
Geho, Franklin Young	Richmond, Virginia
Gentry, Robert Crabill	Virginia Beach, Virginia
Gladin, Wayne Roger	Virginia Beach, Virginia
Glover, Roger Arthur III	Abingdon, Virginia
Greene, Robert Tyree, Jr.	Halifax, Virginia
Gunter, David Edgar	Charlottesville, Virginia
Guthrie, Timothy Bernard	Scottsburg, Virginia
Harris, Henry Hiter III	Richmond, Virginia
Harrison, David Eugene	Petersburg, Virginia
Harvey, Benjamin Robert, Jr.	Appomattox, Virginia
Hearst, William Beattie	Bristol, Virginia
Hellams, Ralph Donaldson, Jr.	Richmond, Virginia
Higgs, James Blackford	Staunton, Virginia
Holland, Gary Franklin	Midlothian, Virginia
Hollingsworth, David Samuel, Jr.	Roanoke, Virginia
Holloway, Charles Fisher	Virginia Beach, Virginia
Holton, Duran Pardue	Clemmons, North Carolina
Hoover, Robert Ardley, Jr.	Chester Springs, Pennsylvania
Hummel, David Paul	Fayetteville, New York
Hunt, Francis Watkins, Jr.	South Boston, Virginia
Jackson, Lance Arlington	Virginia Beach, Virginia
Jones, Mark Turner	Virginia Beach, Virginia
Jones, Mark Waring	Virginia Beach, Virginia
Jordan, James McLauren, Jr.	Winston-Salem, North Carolina
Kampfmüller, Christopher Todd	Virginia Beach, Virginia
Kelly, Christopher Mark	Richmond, Virginia
King, Clark, Jr.	Lexington, Virginia
King, David Francis, Jr.	Fredericksburg, Virginia
Levy, Bernard	Buckingham, Virginia
Manley, James Derek	Powhatan, Virginia
Martin, Charles Franklin	Arlington, Virginia
Mason, Gary David	Reston, Virginia
McCarthy, Denis Joseph	Sterling, Virginia
McGarry, Timothy Gerard	Roanoke, Virginia
McKeever, Michael John	Baldwin, Maryland
Miller, Scott Frederick	Richmond, Virginia
Mullen, Michael Patrick	Santa Barbara, California
Nelsen, Louis Edward III	Chester, Virginia
Nelson, Paul Redfield III	Newburyport, Massachusetts

Nicholson, Joseph Albert, Jr.	Richmond, Virginia
Norcross, Gary Wayne	Waynesboro, Virginia
Norman, Stephen Maurice	Mechanicsville, Virginia
Norman, William Kemp III	Yemassee, South Carolina
Nottingham, James Maurice	Richmond, Virginia
Overton, Bruce Wayne	Mechanicsville, Virginia
Patterson, William Warren III	Virginia Beach, Virginia
Peabody, Edward Stiles III	Virginia Beach, Virginia
Pedlow, Thomas Hunter	Richmond, Virginia
Peery, Robert Briggs	Suffolk, Virginia
Pfeifer, Bradford Sage	Manchester, New Hampshire
Rawles, Benjamin Watkins	Richmond, Virginia
Rinaldi, Alexander Martin	Yorktown, Virginia
Robinson, Stephen Leslie	Richmond, Virginia
Robinson, Thomas Alexander	Griffin, Georgia
Roncaglione, Carl James, Jr.	Charleston, West Virginia
Sadler, John David, Jr.	Yorktown, Virginia
Saunders, Lewis Syester, Jr.	Richmond, Virginia
Sawyer, Leslie, Jr.	Chesapeake, Virginia
Shands, William Tyler	Midlothian, Virginia
Shelton, Mark Joel	Gretna, Virginia
Slattum, Kevin Lee	Virginia Beach, Virginia
Smith, Jeffrey Powell	Richmond, Virginia
Smith, Parke Burwell	Richmond, Virginia
Smithers, William Sinclair III	Richmond, Virginia
Soltany, Mark	McLean, Virginia
Sorah, Charles Clifton	Richmond, Virginia
Standing, James Ashmore	Virginia Beach, Virginia
Stedfast, Jeffrey Manss	Norfolk, Virginia
Stevens, Jack O'Neill, Jr.	Norfolk, Virginia
Strickley, Robert Palmer III	Lynchburg, Virginia
Stratton, Dwayne Everette	Richmond, Virginia
Summers, Ezra Toles	Norfolk, Virginia
Sweet, Joel Eric	West Jefferson, Ohio
Thalman, Thomas David	Lexington, Virginia
Thatcher, Mark Edward	Chester, Virginia
Thomas, Brian Sutherland	Richmond, Virginia
Tomkies, Michael Clyde	Huntington, West Virginia
Vander Vennet, Scott Alan	Newport News, Virginia
Varnier, George Thomas, Jr.	Atlanta, Georgia
Vincent, Branch Washington III	Emporia, Virginia
Wallace, John Meredith	Virginia Beach, Virginia
Waller, David Franklin	Suffolk, Virginia
Warner, John Francis, Jr.	Virginia Beach, Virginia
White, John Stuart	Blackstone, Virginia
White, Samuel Bruce	Blackstone, Virginia
Wilbourne, Stuart Preston	Richmond, Virginia
Williams, Isham Rowland III	Richmond, Virginia
Williamson, Mark McNeil	Norfolk, Virginia
Willis, Benjamin Johnson III	Norfolk, Virginia
Wilmer, Alexander Peter	Meerbusch, West Germany
Wilson, Martin Conway	Wayne, Pennsylvania
Woodward, Anthony James	Yorktown, Virginia
Wright, Richard A.	Miami, Florida
Yim, Christopher Aaron	Annandale, Virginia
Young, Stephen Scott	Lynchburg, Virginia

SENIORS

Adkins, Thomas Eggleston, Jr.	Richmond, Virginia
Alpizar, Victor Ricardo	Carol City, Florida
Anderson, John Ryan, Jr.	Virginia Beach, Virginia
Ansell, David Clark	Richmond, Virginia
Auchmoody, Blake Paul, Jr.	Richmond, Virginia
Benson, Timothy Wayne	Daleville, Virginia
Berry, Wayne Jefferson II	Richmond, Virginia
Blake, Edward Elza	Virginia Beach, Virginia
Breiner, Michael Joseph	Great Falls, Virginia
Brittigan, David McClellan	Lexington, Virginia
Butler, Corydon Baylor, Jr.	Norfolk, Virginia
Byers, Archer Dane	Keswick, Virginia
Cain, James Edward	Richmond, Virginia
Campbell, William Scott	Charleston, West Virginia

Cannady, William Keith	Virginia Beach, Virginia
Canody, Tony Marsella	Danville, Virginia
Carlucci, Jeffery Van	Chesapeake, Virginia
Carr, William Hopkins	Portsmouth, Virginia
Chevalier, Michael Robert	Concord, Virginia
Clark, John Edwin	Danville, Virginia
Clarke, Alexander Mallory, Jr.	Richmond, Virginia
Condrey, James Alfred Lee	Virginia Beach, Virginia
Cook, Huestis Pratt III	Richmond, Virginia
Cottrell, Thomas Swepston	Richmond, Virginia
Crenshaw, William Burwell	Richmond, Virginia
Crittenden, Gill Thaxton	Richmond, Virginia
Cruise, Mark Robert	Succasunna, New Jersey
Cunningham, Hugh Carleton III	Farmville, Virginia
Currie, Gregory Alan	East Amherst, New York
David, Ronald Bryan	Richmond, Virginia
Deaton, Mark Allan	Martinsville, Virginia
Donovan, David William	Framingham, Massachusetts
Dougherty, Shawn Patrick	Linwood, Pennsylvania
Duffey, Peter Sinclair	Franklin, Virginia
Edmunds, William McIlwaine	McKenney, Virginia
Fisher, Nelson Howard Cornwell	Wilsons, Virginia
Garcia, Michael John	Vienna, Virginia
Gerloff, Richard Girard	Virginia Beach, Virginia
Gibson, John Livingston III	Norfolk, Virginia
Gilbride, Scott Stephen	Fairfax Station, Virginia
Goddin, John Oliver	Alexandria, Virginia
Goodman, Scott Campbell	Atlanta, Georgia
Gordon, Curtis Dudley	Richmond, Virginia
Gray, Frank Bradley, Jr.	Fredericksburg, Virginia
Green, William Eugene, Jr.	Phenix, Virginia
Gurley, James Benjamin	Roanoke, Virginia
Hampshire, Gifford Ray	Fairfax, Virginia
Harris, Dwight Richard II	Columbus, Ohio
Harris, William Claiborne	Rocky Mount, North Carolina
Heflin, William Randolph	Fredericksburg, Virginia
Heppner, David Alexander Spotswood	Lynchburg, Virginia
Hobbs, William Galen, Jr.	Newport News, Virginia
Hodges, Frank Terry	Roanoke, Alabama
Holland, Jeffrey Sterling	Charlottesville, Virginia
Hooker, Edmond Anderson	Richmond, Virginia
Hubbard, Kevin Loran	Virginia Beach, Virginia
Hudson, Forrest Christopher	Richmond, Virginia
Huffman, Neil Darren	Covington, Virginia
Hunnicutt, Thomas Warren	Hampton, Virginia
Hunter, Roszell Dulany IV	Suffolk, Virginia
Hylton, James Neal	Pulaski, Virginia
James, Alan Paul	Clifton Forge, Virginia
James, Edwin Nelson	Lynchburg, Virginia
Janney, Allyn Gardner, Jr.	Richmond, Virginia
Jeffs, Gavin David	Durham, North Carolina
Jenks, John Maher	Richmond, Virginia
Jordan, Alexander Ranlett	Richmond, Virginia
Kelley, Lewis Dwight, Jr.	Richmond, Virginia
Kelley, Paul Thomasson	West Point, Virginia
Kirkpatrick, Bard Gould	Petersburg, Virginia
Knott, Steven Walper	West Point, Virginia
Lass, Timothy John	Norfolk, Virginia
Laughlin, Peter Scott	Newport News, Virginia
LeCompte, William Harvey	Richmond, Virginia
Lee, William Ralphael	Newport News, Virginia
Leggett, Richard Preston	Brookneal, Virginia
Levy, Richard Glenn	Baltimore, Maryland
Mack, Edward Tinsley	Orange, Virginia
McClung, Lewis Burwell	Salem, Virginia
McClung, Thomas Graves	Salem, Virginia
McCullough, Orgain Edward III	North Palm Beach, Florida
McGann, Bryant Clark	Norfolk, Virginia
McGarry, Richard Lawrence	Roanoke, Virginia
McGee, James Lloyd, Jr.	Winston-Salem, North Carolina
McPhillips, Charles Vincent	Norfolk, Virginia
Milam, Bruce Vincent	Emporia, Virginia
Miller, Thomas Harlan	Harrisonburg, Virginia
Mills, Leonard Orion	Olney, Maryland

Moeller, Michael Weilage	Salem, Virginia
Moore, Emmett Kyle	Norfolk, Virginia
Moore, James Harvey	Drakes Branch, Virginia
Morgan, Joseph Knight	Gloucester, Virginia
Morgan, Richard Anthony	Richmond, Virginia
Newcomb, Robert Thomas	Raleigh, North Carolina
Newman, William Crenshaw IV	Richmond, Virginia
Norris, Kevin Anthony	Moscow, Pennsylvania
Oakes, Charles Gordon	Winchester, Virginia
Pace, Jon Andrew	Salem, Virginia
Pananas, Jonathan Socrates	Orange, Virginia
Park, Jesse Kitai	Northeast, Maryland
Parks, Raymond Douglas	Mableton, Georgia
Payne, Maxwell Carr III	Atlanta, Georgia
Phillips, David Roger	Midlothian, Virginia
Quarles, Foster Kevin	Hampton, Virginia
Reed, Randy Wayne	Richmond, Virginia
Remick, Robert Worthington	Norfolk, Virginia
Roberts, William Jeffrey	Crewe, Virginia
Robinson, Frederick McArthur	Richmond, Virginia
Ross, David Edward	Hopewell, Virginia
Ruffin, Rodney Powell	Baltimore, Maryland
Rummel, Richard Matthew	Tomahawk, Wisconsin
Russell, Daniel Lindsay	Norfolk, Virginia
Salsbery, Gary Stuart	Alexandria, Virginia
Schuster, Kent Edward	Richmond, Virginia
Shelly, William Allen	Hampton, Virginia
Staab, Kenneth Edward	Chapel Hill, North Carolina
Stabel, Thomas John	Virginia Beach, Virginia
Stackhouse, Stephen Morton	Norfolk, Virginia
Sydnor, Thomas Emmett	Charlottesville, Virginia
Taylor, Hubert Shands III	Richmond, Virginia
Terraneo, Robert Phillip	Williamsburg, Virginia
Thomas, Jeffrey Alan	Collinsville, Virginia
Thomas, John Richard	Oakton, Virginia
Trespacz, Randall Louis	Framingham, Massachusetts
Vaughan, Henry Stewart	Prince Frederick, Maryland
Wallace, Sean Daniel	Bowie, Maryland
Ward, Heman Clifford	Rockville, Maryland
Waters, Glenn Davenport	Richmond, Virginia
Webb, Mark Maynard Jackson	St. Simons Island, Georgia
Western, Larry Gene	Vinton, Virginia
Wiedeman, Dirk Arthur	Ashland, Virginia
Williford, James Archie	Richmond, Virginia
Wilson, Robert Jay	Lewistown, Pennsylvania
Wood, Brian Edwin	Richmond, Virginia
Worrell, David Ammen II	Radford, Virginia

Number of Students by States and Foreign Countries — 1981-82

Virginia	521	Delaware	4
North Carolina	49	California	2
Maryland	32	Illinois	2
Georgia	20	Missouri	2
Pennsylvania	20	Texas	2
New York	17	Michigan	1
South Carolina	13	New Hampshire	1
Florida	12	Washington, D.C.	1
Massachusetts	9	Wisconsin	1
West Virginia	9	Bermuda	1
Connecticut	7	Germany	1
New Jersey	7	Ghana	1
Tennessee	7	Hong Kong	1
Alabama	6	Jordan	1
Louisiana	6	Kuwait	1
Ohio	6	Malaysia	1
Kentucky	5	Spain	1

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